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ABSTRACT

This kit, designed for high school classes, considers advertising from both consumers' and manufacturers' perspectives. The role of advertising in relation to free enterprise principles is discussed in chapter 1, while chapter 2 provides a history of U.S. advertising processes and development. Chapter 3 describes advertising's role in bringing a product to market, and chapter 4 explores four case histories that feature basic advertising principles. How advertising is created is discussed in chapter 5. Chapter 6 addresses integrity and accuracy, while chapters 7 and 8 feature advertising's uses and benefits. Chapter 9 highlights careers in the advertising field. Most of the chapters provide a teaching guide that includes: (1) learning objectives; (2) related materials; and (3) suggestions for discussion topics and activities. The booklet also contains a list of advertising terms and narration for the filmstrip, "Consumer Advertising." Eight student worksheets are appended, and pictures and graphs are included. (JHP)

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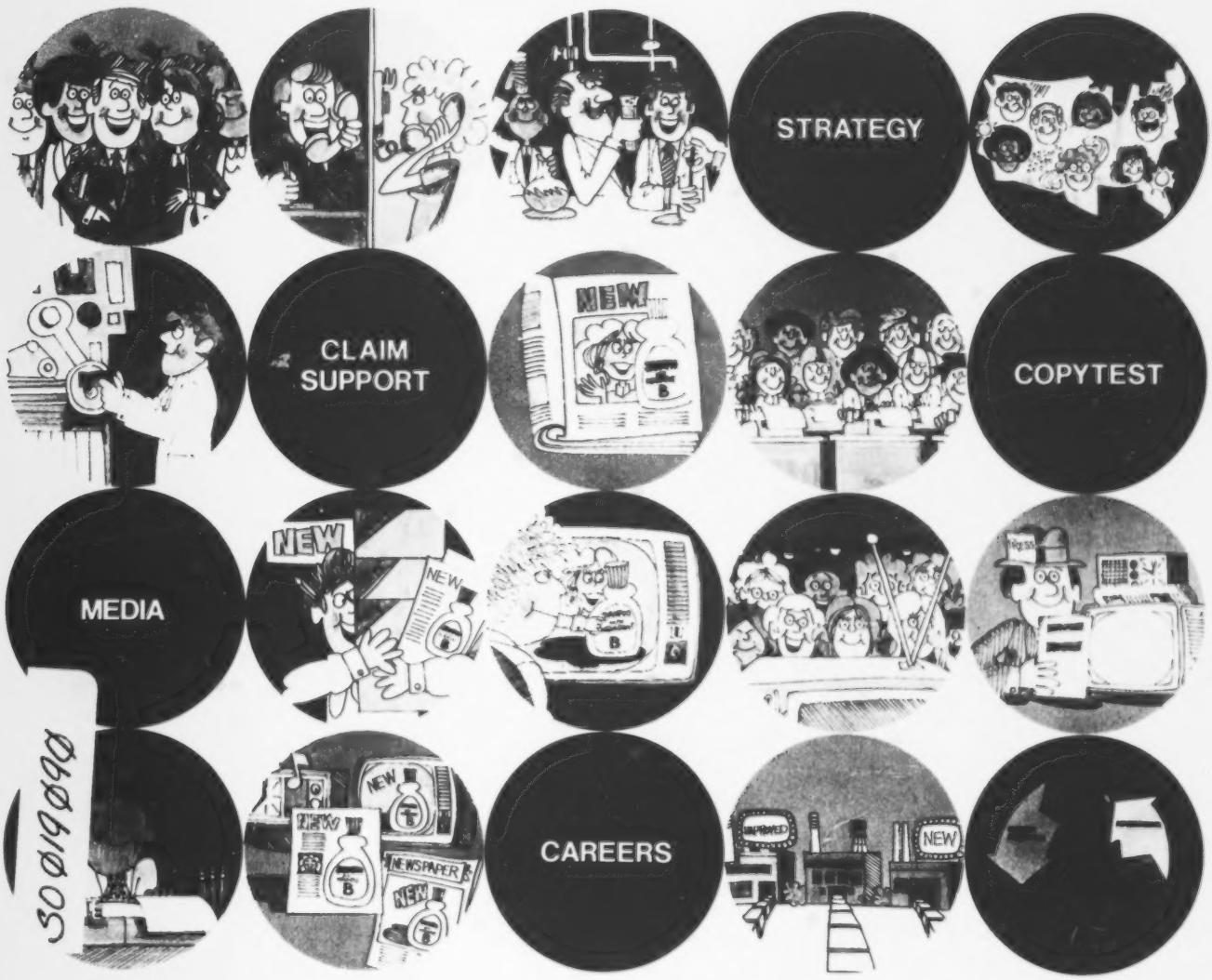
Consumer Advertising

ITS ROLE IN BRINGING A PRODUCT TO MARKET



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About this kit

This kit is about advertising—the type of advertising practiced by companies which market a broad range of consumer products, e.g., bar soaps, detergents, toiletries, cake mixes, paper towels, and coffee. The focus, therefore, is on the advertising of low-cost, high-volume items as opposed to higher-priced durable goods such as automobiles and television sets. However, the principles, policies, and points of view discussed are not much different from those of any other responsible producer—large and small—of consumer goods.

CONSUMER ADVERTISING was undertaken because consumer educators told us there was a need for information from business on business practices, such as advertising. Because it is based on everyday business activities and actual case histories, CONSUMER ADVERTISING quickly engages students and stimulates their participation.

The kit looks at advertising from two viewpoints—that of the consumer, who buys products to fulfill varied needs and wants, and that of the manufacturing company, which makes consumer products that attempt to satisfy those needs and wants. In using the kit you will be able to help your students:

—Better understand the purpose, practice and significance of advertising in the American economy.
—Become more proficient in evaluating advertising in terms of personal resources and individual goals.
—Recognize the forces at work in this society to protect the integrity and honesty of advertising.
—Better understand the steps an individual can take if there is a question about an advertisement.

Kit development

The kit was pilot-tested with classroom teachers across the country before being introduced nationally in the 1974–75 school year. Since then it has been used by more than 34 thousand teachers in such high school classes as Consumer Education, Consumer Economics, Business Education, Distributive Education, Home Economics, and Social Studies.

This edition has been updated and expanded in response to teacher requests for more information on 1) how a national advertising campaign is developed and 2) careers in advertising.

Companion piece

A second kit for consumer/economic education produced by Procter & Gamble is CONSUMER CHOICE, THE DRIVING FORCE OF A MARKET ECONOMY. This kit traces the steps a company takes to bring a product to market, stressing the importance of the consumer to the decisions made. In the process the kit also discusses some of the basic economic principles of our consumer-oriented marketing system.

Since CONSUMER CHOICE takes an overall look at our market economy—and CONSUMER ADVERTISING presents a detailed discussion of one element in that economy—the two kits can be used as companion pieces in the classroom. However, each kit has been designed to stand on its own.

Acknowledgements

The view of advertising expressed in these materials reflects the policy, philosophy, and practice of Procter & Gamble. We would, however, like to acknowledge, with special thanks, the many thoughtful and constructive suggestions given to us by the panel of reviewers on Page 61.

Educational Services
Procter & Gamble

Getting Started

This educational unit includes everything you need to bring the interest and excitement of CONSUMER ADVERTISING into your classroom. The components of CONSUMER ADVERTISING (this manual, filmstrip with cassette, master student worksheets, wall chart) have been designed to be used together to help you initiate student participation.

The following ideas may be helpful in familiarizing yourself with the kit materials and preparing to use them.

Step I: Getting ready

READ THROUGH THE WHITE PAGES OF THIS MANUAL FOR AN OVERVIEW OF THE SUBJECT MATTER. You will find all the facts you need to teach the basics about the historical and economic influences of advertising, the role of advertising in bringing a product to market, the development of an advertising campaign, the influence of consumer opinion and behavior on advertising and some career opportunities available in advertising.

NEXT, REVIEW THE YELLOW PAGES—the "Discussion/Activity Guides." These suggested activities can be used in their entirety, or teachers can select and use those which meet the needs of their students or complement their lesson plans. In addition to suggestions for discussion and activity, the "Guides" provide learning objectives and ideas for using other kit components (the filmstrip, wall chart, student worksheets).

Other important reference materials in this manual include: 1) a glossary of "Key Words and Phrases"; 2) a selected reference list; 3) a filmstrip narrative.

Step II: Pre-test students

USE STUDENT WORKSHEET #1 TO ASSESS THE OPINIONS OF YOUR STUDENTS REGARDING ADVERTISING. Their answers will serve as good discussion starters. (Some discussion points are listed on the back of the worksheet). You may also wish to collect and save the sheets, then give students the same test after using the kit to see if their attitudes have changed.

Step III: Give a posttest

Following use of the kit, repeat the test in Step II above. A comparison of "pre" and "post" test results is a good way to stimulate further discussion.

Chapter I: Advertising—an overview

One reason why advertising is interesting is that it is full of big and little surprises:

- Advertising is as American as apple pie (we do more of it than anyone else), yet the word itself comes from the French "avertir" meaning "to notify."
- Some consumers buy magazines for the advertising alone—to learn about new products, recipes, fashions, tips on caring for the family's health, and so on.
- Many people think advertising must be expensive, but in a high-volume market it usually costs far less to reach a customer or prospect by advertising than by a postcard or phone call.
- Advertising lowers the cost of many products because it lets millions of potential customers know that a product is available and, therefore, manufacturers can use low-cost, mass production methods.
- Advertising is not magic. While it is the most effective and least expensive way to tell masses of people that a product exists and what it will do, it cannot continue to sell a product that disappoints the customer who tries it.
- Advertising is a rapidly expanding field; more and more people are finding careers in this profession.

Advertising takes many forms: ads in newspapers and magazines, TV and radio commercials, billboards, catalogs, brochures and sales letters that come through the mail, samples delivered to homes, posters in buses and subways, displays in stores, etc. It is so prevalent, and so important to the way Americans live, that a basic definition is in order.

Here is a good way to look at it: Advertising is simply the way business talks to potential customers about a product or service.

It may surprise students to learn that, in the process of marketing a product, the manufacturer does a good deal of listening too—and the consumer does the talking. This is called market research. Before taking the risk of bringing out a new product, or changing one that is already on the market, the manufacturer uses market research to get some understanding of people's habits and attitudes, their likes and dislikes, needs and wants. This information is given to specialists who develop products in response to consumers' wishes.

The role of advertising is to inform potential users that the product is available, and to persuade people to try it by pointing out the benefits it offers. In the long run, advertising can be successful only if it arouses people to try the product, and then only if enough people like the product to keep on buying it instead of switching to a competing brand.

Perhaps we could get along without any advertising if it were not for the fact that competition is the very heart of our economic system.

That is what free enterprise is all about—the freedom of a manufacturer to bring a new product to the market to compete among others, and the freedom of the individual to choose one competing brand over the others or choose none at all. (Perhaps in no other country do consumers have so many competing brands to choose from—and in some, notably socialist countries where the government decides what will be produced, there may be just one product of a kind at very high cost, no competing brands at all, and therefore little or no advertising.)

So when you think about advertising, think of it as one of the key elements that gives our competitive market system such remarkable vigor and excitement. If advertising does nothing else it tells American consumers that they have a greater variety of choices than any other shoppers in the world.

Chapter II: A brief history of advertising

Americans tend to take advertising for granted; we are accustomed to it and find it seemingly as ever-present as air. The purpose of this manual is to pause and think about advertising because it has become one of the most pervasive and influential forces in our lives.

Advertising is as old as selling.

In the Middle Ages a cobbler might hang a shoe in front of the place of business to advertise the cobbler's availability to make shoes. Or town criers may have been paid to call out the cobbler's name and location as they roamed the village streets. When a customer came into the shop, the shoemaker and the customer would then discuss the kind of product to be made.

A shoemaker who lived in the latter part of the fifteenth century had a much improved method of stimulating visits from potential customers. With the invention of the printing press the shoemaker could buy advertising handout cards and have them distributed to people on the street, in the taverns and in other public places. As more and more people learned to read, advertising became more sophisticated and widespread. In addition to advertising the name, location and the price of the shoes, the shoemaker could also try to persuade the consumer that the shoes were of superior quality.

The Industrial Revolution of the nineteenth century brought with it major changes in the methods of producing and selling goods. Those who made shoes now did so in a factory with co-workers, rather than at a solitary cobbler's bench. The machinery of mass production made it possible to make a pair of shoes in far less time and at reduced costs from those made by hand. However, for the shoe factory to be an economic success—and for increasing numbers of consumers to benefit from the less expensive footwear—advertising was faced with a bold new challenge. It had to communicate with many more customers than simply with those who lived nearby. Mass production required mass selling.

In response to the challenge advertising became increasingly effective and efficient in telling the manufacturer's product story. The Industrial Revolution not only was making new demands on advertising but on other segments of the economy as well. For example, mass production provided the impetus for developing a national transportation system. Raw materials such as hides had to be transported from the ranges of the West to the shoe factories in the East; manufactured shoes had to be shipped around the country. Manufacturers soon used this transportation system to disseminate their advertising messages as well as their products.

The rural free delivery system, started by the U.S. Postal Service at the turn of the century, made it possible for manufacturers to reach farm families with direct mail advertising as well as with merchandise. The mail-order catalog (such as Sears and Montgomery Ward) became one of the best-read publications in the country. The many newspapers and magazines of the day also carried advertisements that familiarized customers from one end of the nation to the other with the availability and merits of products created by mass production industries.

America remained basically a production-oriented economy for several more decades. A manufacturer who made quality merchandise which was competitively priced could usually find customers, whether through advertising or direct selling. This situation began to change in the late 1930's and continued after World War II. New technological advances provided more goods, more markets, more companies competing for the consumer's favor. Simultaneously, consumers had more disposable income and were enjoying the highest standard of living in history.

As we have seen, advertising in this country was the child of the Industrial Revolution. Our new ability to mass-produce products, in great quantities at very low prices, would have been

pointless without some new method of informing the public, arousing curiosity, and reaching mass markets for these mass-produced products.

By the early 1800's, newspapers and magazines had sprung up everywhere. Enterprising manufacturers saw the opportunity to reach great numbers of people by running ads in these publications, and publishers saw the chance to get advertising revenue to help pay the costs of publishing. It was a mutually good arrangement then, as it is today.

The arrival of radio early in this century, with networks of stations tied together all across the country, marked the next great leap forward in the history of advertising. Radio gave voice to the advertising message—the modern town crier, magnified millions of times.

And soon, in the 1940's, to the voice of radio was added the miracle of moving pictures in the home, and the age of television dawned.

With every change in the communications media came comparable changes in the methods of advertising. The essential change was that ads in newspapers and magazines could display the product and describe it in every necessary detail. Radio messages, usually limited to one minute, tested the copywriter's ability to focus on just the most important selling points. Television could demonstrate the benefits of the product, almost as if the manufacturer's salesperson were paying a personal call on each home.

It is not hard to see how advertising and communications grew hand-in-hand, from the primitive printing press to today's sophisticated transmission of television by satellite—with the central purpose of arming consumers with information on which to base their buying choices among the array of products that compete for their favor.

Discussion/Activity Guide for Chapter II

A brief history of advertising

Learning Objectives

To help students:
- describe advertising's role in the free enterprise system
- explain the historical factors that led to the development of advertising

Discussion/Activities

- How have the merchants' methods of communicating with the consumer changed through the years? (See Teacher's Manual Pages 6—7.)
  a. What methods were used in the Middle Ages?
  b. What changes were possible with the invention of the printing press and the spread of literacy?
  c. What was the effect of the Industrial Revolution on the production of goods? On selling methods? How did consumers benefit?
  d. What effect did the increasingly consumer-oriented economy (beginning in the late 1930's) have on the consumer products company?
- Describe the free enterprise system. Why is it dependent on advertising? What would happen to free enterprise without advertising?
- Collect issues of consumer magazines as far back as possible to show how styles of advertising change to reflect the life of the times. Old issues of the National Geographic and reissues of mail-order catalogs should also prove interesting for students to explore. Find examples of older ads for products that are still around. Set up a "THEN and NOW" display to determine how advertising reflects the times.
- Have students interview people over the age of 65. How has advertising changed in their lifetime? What were the most popular forms of advertising when they were children, young adults? What products were widely advertised when they were young adults which are no longer sold? Why have these products disappeared? Which products were advertised for as long as they can remember and are still advertised?
- To illustrate the importance of free enterprise, consumer choice and advertising divide the class into groups and ask each to list as many different brand names from the following product categories as they can (include only those products which have been purchased or used by them or members of their own family).

Shampoo	Shoes	Toothpaste	Soda/Soft Drinks
Soap	Lipstick	Televisions	Records/Tapes
Shaving Lotion	Automobiles	Suntan Lotion/Oil	

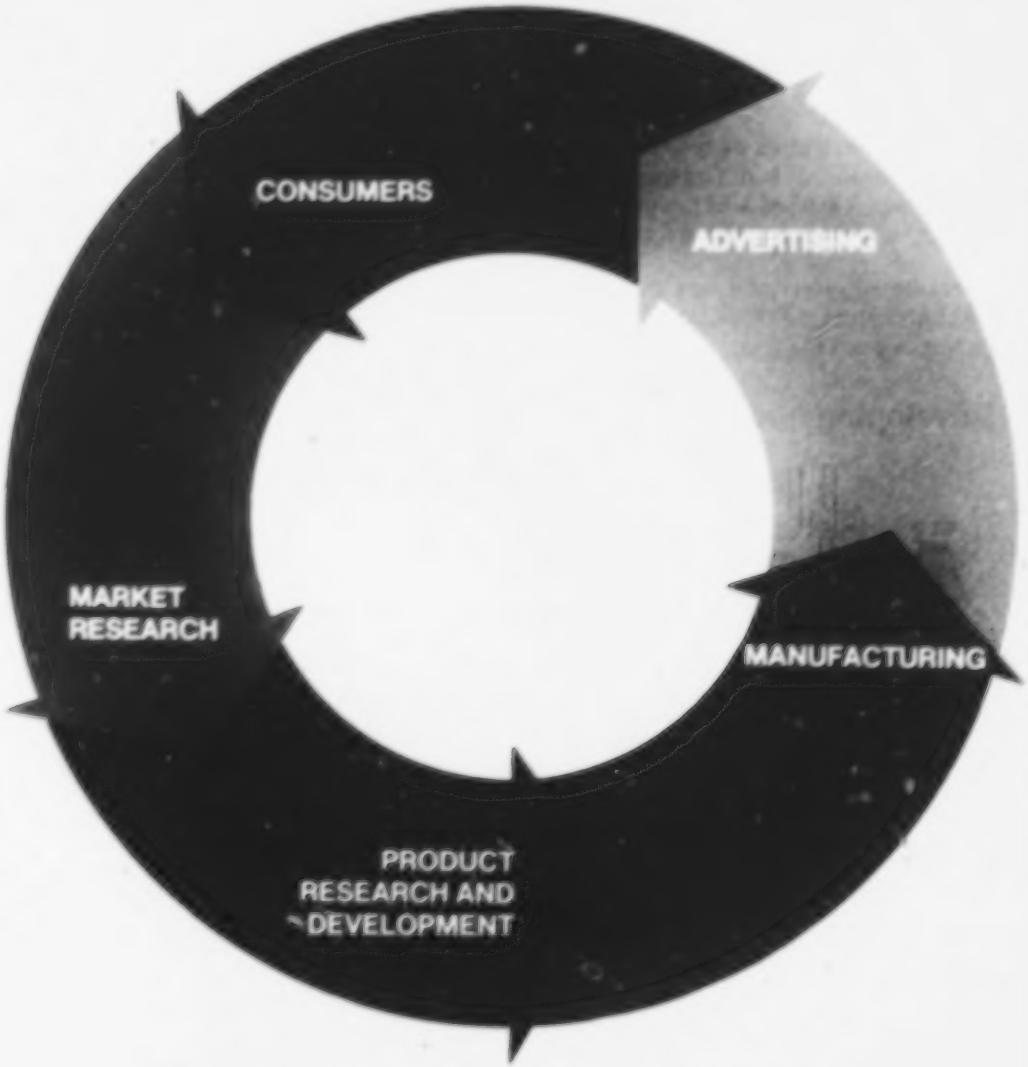
Can the group recall any advertising for the products they've named? What did the advertising tell them about the product? How did it affect their ability to make choices?

Chapter III: Advertising's role in bringing a product to market

Companies develop new or improved products in response to consumer needs and wants. And advertising's role is to tell consumers these products are available.

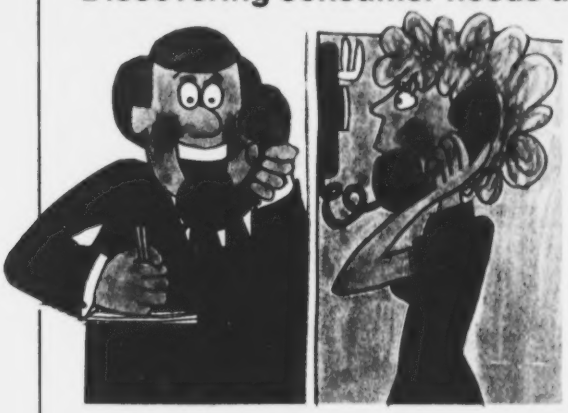
The overall process of bringing a new or improved product to market includes a) discovering consumer needs and wants; b) developing and manufacturing new or improved products; and c) telling consumers the products are available.

Here is an overview of the process, showing advertising's role.



The process of bringing a product to the market begins and ends with the consumer

Discovering consumer needs and wants—market research



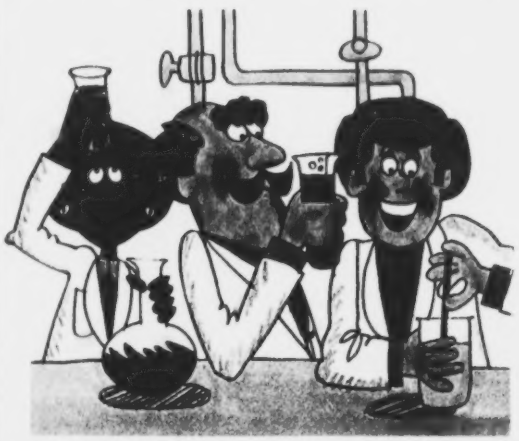
The first step in creating a new or improved product is to discover consumer needs and wants. Before committing scientific research and development funds for a new product, companies attempt to find out what consumers like and dislike about a product they are using; the changes they would like made; and the kinds of products they wish they had.

This is market research, which means discovering the opinions, attitudes and usage habits of consumers. In market research the manufacturer listens to the consumer. This is done in many ways, including interviewing consumers in their homes, by telephone, mail questionnaires and in discussion groups. Thousands of interviews may be conducted on one product.

Consumers may also be asked to use and react to existing products or to test new products in their homes. In some cases, companies bring consumers into their laboratories and observe their reactions and their use of a product. Consumers are questioned on a long list of specific topics ranging from product performance to clarity of package directions.

This listening to consumers continues all during product development and production and throughout the life of the product—to make certain that the product responds and continues to respond to changing consumer wants and preferences.

Developing new or improved products—product development

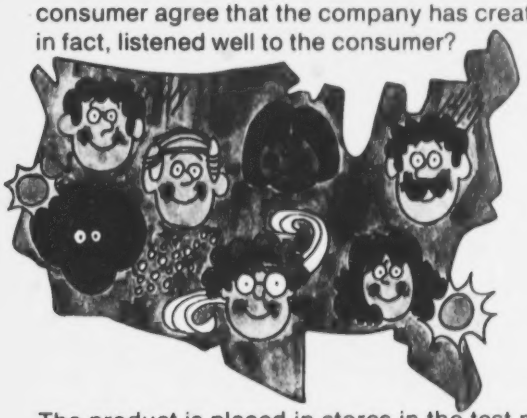


New products and improved products begin in the laboratory, where scientific knowledge and the broad understanding of consumer habits, attitudes, and problems gained through market research work hand in hand.

Product development people—e.g., chemists, biochemists, bacteriologists, biologists, engineers—build into products the benefits and attributes consumers tell the manufacturer they want. In doing this, the product development people continually study the materials being used in products, as well as those which might be used. How do those materials interact? How do they affect the surfaces and materials they touch? What happens if they get into the eyes or are ingested? How are they affected by light, heat, and other environmental elements? Safety considerations in manufacturing, shipping and using a product, as well as its eventual entry into the environment, are considered. In addition, companies often make use of professional and scientific consultants who provide expert, objective evaluations of a product's performance both as to its personal use and its potential impact on man or the environment.

Even after developing a product and determining it is safe for humans and the environment, a company will move cautiously before venturing into the national marketplace. Although the company has considerable information on consumer habits, attitudes, and desires and has

completed laboratory tests that simulate home conditions, the question remains: Does the consumer agree that the company has created a good and useful product? Has the company, in fact, listened well to the consumer?

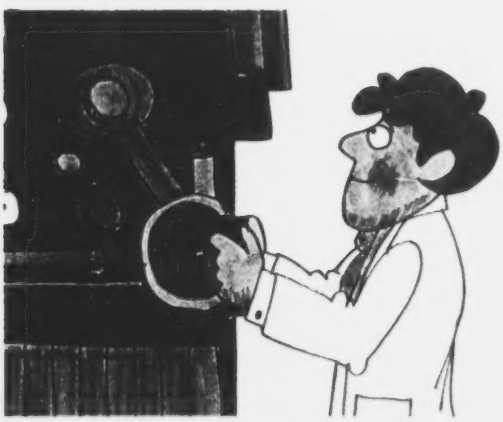


The only way to get answers is to put the product on sale under actual market conditions. To do this a company selects one or more small self-contained geographic areas, called test markets, and puts the product on trial. Ideally, consumer reaction to the product in the test area can be projected to broader areas. Hundreds of cities in all parts of the country have been used as test markets. For example, Omaha (Nebraska); Topeka (Kansas); Dallas (Texas); Portland (Oregon); Ft. Wayne (Indiana).

The product is placed in stores in the test markets; newspaper and television advertising announce its availability; other marketing aids, such as samples and coupons, are used.

Everything about the product is subject to question and change in the test market—the product itself, the price, the packaging, the promotion techniques (such as coupons and displays), the type of advertising used, the reaction of the retailing trade. A product may remain in test market from six months to several years.

Manufacturing new and improved products



Once a product has proved its consumer appeal in the test market, it is ready to be produced and sold nationally. It is the job of manufacturing to mass-produce the product, maintaining consistent quality in every box or bar or bottle. Further, this must be done in a way which permits a reasonable selling price to consumers.

To ensure consistent quality at low cost, manufacturing plants maintain their own quality control laboratories. Hundreds of scientific tests are made. For example, 360 tests are run on an established product such as Ivory Soap. These tests include the checking of all raw materials, manufacturing processes, and finished products.

Important to the manufacturing process is the packaging of the product. The key role of the package, of course, is to maintain the product's purity, freshness, effectiveness, and attractiveness. Research tells the manufacturer that consumers want convenience in packaging. For example, they want light, unbreakable plastic bottles for liquid detergents, plastic tubes for shampoos, easy-to-grip bottles for mouthwash. They also want different sizes to meet individual needs. At the same time, the package must be aesthetically attractive and easily shipped, warehoused and stacked on store shelves. It must be easy for the consumer to handle, yet allow for informative labeling. It must be made of materials that are safe under expected use conditions and that can also be safely and easily disposed of.

Telling consumers products are available—advertising

Once the product is mass-produced and is distributed to all stores so that it is available to consumers, the manufacturer uses various marketing techniques—including advertising—to tell consumers about it. Advertising is marketing's most visible form of communication. Its purpose is to inform, to persuade, and to remind. This is done basically by attempting to stimulate the interest of potential customers in using a product—by presenting its benefits in an attention-getting and memorable way. Television, radio, magazines, newspapers, and direct mail are most frequently used for consumer advertising.

Although advertising is widely used to launch new products, most advertising involves existing products. Even when a product has been established in the marketplace, it continues to require advertising support. New families are constantly being formed, people move, and new customers come into the marketplace. Incomes rise. Tastes change. Most importantly, competitors are engaged in a never-ending search for new ways to appeal to consumers. Advertising must continue to support established brands so they can be produced in large volume at prices customers are willing to pay.

Included in marketing, in addition to advertising, are such things as selling and sales promotion activities. Advertising, by itself, cannot sell a product. It can only persuade consumers to try a new brand, inform them that a new or improved product is available, or remind them that the product is still on the market.

Actual selling takes place at two different times in the marketing process—first, when the manufacturer's sales representative calls on the wholesale buyer or the store manager to make sales, and second, when the consumer purchases the product at the retail store.

A good sales representative will help the buyer or store manager understand the market for the product and help increase sales. Some of this information may come from the market research studies mentioned earlier. Suppose the research indicates that the product is one consumers want to purchase more frequently in warmer months, such as a refreshing drink mix or picnic supplies. The sales representative will use this information to encourage the store manager to stock up and effectively merchandise the product when summer approaches.

Companies use many sales promotion techniques to generate trial of the product and win regular users. For example: 1) free samples, which provide the consumer with an opportunity to try a product at no cost; 2) coupons distributed by mail or printed in magazines or newspapers to encourage consumers to purchase a product at a savings or no cost at all; 3) "price-off" offers made on the package to stimulate sales; 4) premium items to attract the consumer's interest—packaged with the product or available through the mail with proof of purchase; 5) "money-back" offers—often requiring a proof-of-purchase—to promote trial of a product; 6) displays of products in stores.

Importance of a good product

The key to any successful advertising or sales effort is firmly tied to the product itself. No matter how well designed the marketing plan, no amount of promotion can build an enduring business for: 1) a poor product; 2) a quality product that doesn't interest consumers; or 3) a product which is out of the price range of potential customers.

Advertising can point to the product's performance characteristics and show how consumers will benefit from its use. Other sales marketing techniques can encourage initial trial. But the product must "deliver" on its promise. Manufacturers understand this and know consumers can check up quickly. Did the cleanser get the stain out of the sink? Did the new furniture polish give furniture the "rubbed-in beauty of paste wax, instantly"? Did the shampoo help control dandruff? Did the dishwasher detergent leave glassware "virtually spotless"? Was the product competitively priced?

There are many good household products that vie for consumer attention. In a free and open marketplace, it is easy for the consumer to switch from one to another brand of cleanser, furniture polish, shampoo or dishwasher detergent. This constant "voting" in the marketplace forces the manufacturer to deliver on advertising's promise or lose the loyalty of customers. Without repeat sales, a company stands to lose millions of dollars in market research, product development, manufacturing, and advertising.

Discussion/Activity Guide for Chapter III

Advertising's role in bringing a product to market

Learning Objectives

To help students understand the process of bringing a product to market:
- some of the key steps involved
- advertising's role
- the interrelationship between the steps

Related Materials

Filmstrip, "Consumer Advertising," Frames 6–25.
Student Worksheet # 2, "Key Steps in Bringing a Product to Market."

Discussion/Activities

- Show the Filmstrip, "Consumer Advertising" (Frames 1 through 25). Distribute copies of Student Worksheet # 2, "Key Steps in Bringing a Product to Market." Based on what they learned in the filmstrip, have students describe the key steps and how consumers are considered in each one. (Also refer to the Teacher's Manual Pages 9–13.) Which of the steps could be omitted, if any? Which step is most important?

  If students are involved (in yours or other classes) with career exploration, they may want to talk about the various kinds of jobs represented by the key steps in bringing a product to market.

- Discuss test marketing. Why is a test market important in introducing a new product? What kind of activities are undertaken (e.g., samples to homes, etc.) on behalf of a product in the test market?

- If there is a consumer products company in your city, invite a professional employee (such as a marketing or product research and development specialist or a home economist involved in product development) to your class to discuss the role of test marketing in producing a new product.

- Have students bring in pictures of ads (with the product names covered) or ask them to name/hum advertising slogans. Have the class guess the product being advertised. Have the students sum up in a word or two the product benefit the ad is bringing to consumers' attention. How many products could the students name from either pictures of the ad, the slogan or the tune only?

Chapter IV: Case histories showing how advertising works

Up to this point we have seen how advertising fits into the whole process of marketing a product. Now we will put advertising to the test with specific case histories.

As you read the case histories, remember these basic points about advertising:

- The first job of advertising is to tell people the product is available.
- Advertising tries to attract those consumers who have a natural interest in the new product, and tries to get them to try it by telling them how it will perform.
- The advertising must be informative and truthful. There is a good, practical reason for this: If consumers find that the product does exactly what the advertising promised, many of them will be satisfied and probably become regular customers; but if the advertising overpromises and misleads, consumers are certain to be disappointed, let down, and will not buy the product again.
- In other words, advertising works only when it reinforces the experience and the impressions of a satisfied customer.
- Advertising has no life of its own—it cannot hypnotize consumers into becoming regular customers of poor products. Advertising is simply a part of a total marketing process which, to be successful, must be based on a worthwhile product.

Keep these few fundamentals in mind, refer to them from time to time, and see for yourself how they applied in the following case histories.

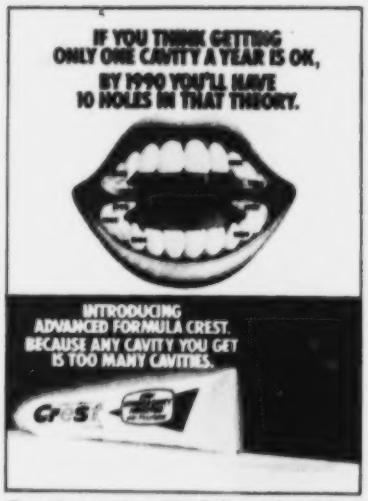
1. Marketing a therapeutic toothpaste

Advanced Formula Crest represents a consumer product success story which was some 40 years in the making. Consumers traditionally use toothpaste basically because (1) it helps clean their teeth, and (2) it leaves a pleasant, refreshing taste in their mouths. Advanced Formula Crest was developed to satisfy both of these traditional functions and to respond to still a third need as well—prevention of cavities.

- **The consumer need or want to which the product attempts to respond:** Back in the late 1930's, dental health researchers at Procter & Gamble reasoned that if they could find an ingredient to put in toothpaste that would help reduce the incidence of tooth decay, they would have a product many consumers would welcome. Those concerned with assessing the market potential for such a product supported the belief that a properly priced and a pleasant-tasting toothpaste—with an added decay-fighting feature—would find acceptance among a sufficient number of consumers to make the heavy investment in research and development worth the risk.

- **The performance capabilities of the product:** "Fighting cavities is the whole idea behind Crest" is a good example of a sentence written by advertising people to state the scientific breakthrough in dental health which this toothpaste represents.

In the early product research, a number of theories about how to prevent cavities were explored and discarded by the researchers. Eventually, it was decided to pursue intensively the idea of making tooth enamel more resistant to acid attack. Surveys had shown that tooth decay was significantly less frequent in areas of the country where there was a higher than normal amount of sodium fluoride in the drinking water.



The "fighting cavities" theme is evident in this 1981 magazine ad introducing Advanced Formula Crest

Sodium fluoride and other fluoride compounds were studied. Early attempts to incorporate them in a product ended in failure because the compounds were seemingly incompatible with the traditional ingredients used in toothpaste. Development of a new fluoride compound was required . After about two years of laboratory research and animal studies, stannous fluoride proved to be a promising candidate. By coincidence, basic research on stannous fluoride was also under way at Indiana University, and subsequently an arrangement was entered into with the University.

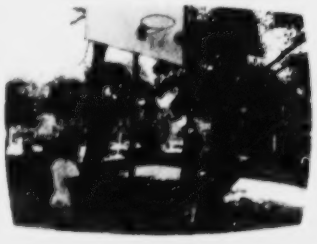
Next came studies with children and adults over a period of years that showed a very substantial cavity reduction after normal home use of a toothpaste with fluoride, as against the same toothpaste without the fluoride formula. In 1955, the product called Crest opened a regional test market. The acceptance by consumers was sufficiently encouraging to warrant national expansion in 1956.

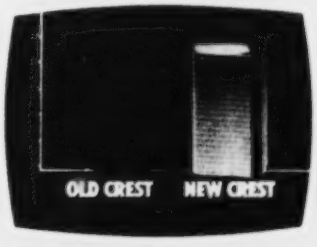
In 1960, the American Dental Association recognized the original Crest Toothpaste as "an effective decay-preventive dentifrice when used in a conscientiously applied program of oral hygiene and regular professional care."

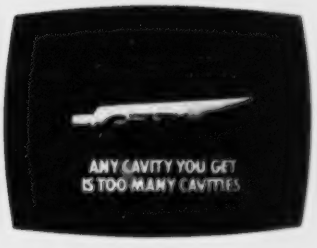
At P&G, however, researchers continued to search for an even more effective toothpaste than original Crest. Between 1955 and 1977, more than 75 fluoride formulations were evaluated before Advanced Formula Crest with Fluoristat, a new cavity-fighting system, was tested in 1977-80 in the largest clinical studies ever done on a dentifrice. The studies involved 4917 children and covered 10,000 dental checkups. Based on the results — significantly fewer cavities than original Crest — Advanced Formula Crest was introduced nationally in 1981.

Advanced Formula Crest also carries the symbol, "Accepted by the American Dental Association".

This commercial points out the added cavity protection of Advanced Formula Crest with Fluoristat over old Crest.







2. Marketing an improved laundry product

Doing the family wash offers a good example of changing consumer needs, and illustrates why it is vital that the manufacturer keep aware of and respond to those changing needs. Consumers will not remain loyal to a product if it fails them in some way, especially when they see a competitor's product advertised that seems to be capable of taking care of those needs.

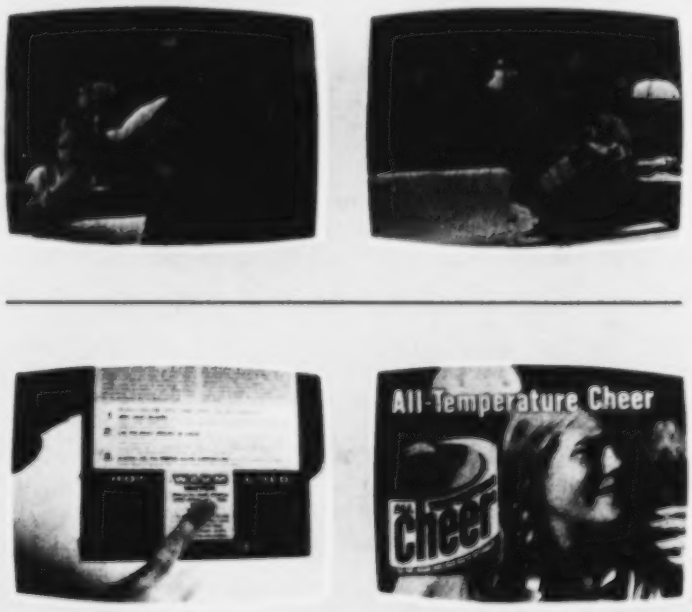
A product which illustrates this situation is Cheer, a popular laundry detergent, which sold extremely well from the time of its introduction in 1952 through to the early 1960's. Then sales began to drop steadily from a number two position in the market to third, then fourth. By mid-1969 it ranked sixth. It was clearly evident that if Cheer was to survive, it had better be more responsive to what consumers now wanted in a laundry detergent. What happened was a complete reformulation of the product.

- **The consumer need or want to which the product attempts to respond:** During the period of Cheer's decline in sales, consumers' washing habits were changing because their clothing and household textiles were changing. Man-made fibers, permanent press and increased use of colored fabrics called for much lower wash temperatures than needed for the white cotton fabrics which had dominated the family wash a decade earlier. As one example, polyester fiber was welcomed for its durability, easy care and wrinkle-resistance. This fiber like other man-made fibers, however, wrinkles more when washed in hot water and requires ironing.

By the late 1960's, consumers were using warm and even cold water for part of their laundry. It was no longer a one-temperature washing world. The consumer need was defined as a detergent which would get clothes clean in cold, warm or hot water.

- **The performance capabilities of the product:** The performance capability of this "improved" product is inherent in this message from the advertising: "All-Temperature Cheer. It's especially made to really clean in all these temperatures—hot, warm or cold." The ad can make this claim because the reformulated "new" Cheer was not marketed until it demonstrated its ability to perform.

In this Cheer commercial Norman confronts his sister with pants and a red shirt which he needs to have washed for an important date. She reminds him to wash the shirt in warm water rather than hot to prevent fading . . . and points out that the detergent works in three temperatures.



The word "reformulated" covers a great deal of laboratory research in basic chemistry, the development of a new formula for the product and a program of product testing—both in company laboratories and in home use situations.

Some of the testing involves actually doing loads of laundry. The company's "home laundering laboratories" have the capacity to duplicate water conditions (water hardness) which exist in different parts of the country. As part of a continuing testing program on different laundry products, more the 3,000 pounds of laundry are handled each week. Some 150 employees bring in their family wash weekly.

3. Marketing a product which failed

The view has been advanced by some people that consumers can be coerced by sophisticated advertising and promotion into repeat purchases of almost anything. The most realistic answer to this claim is to look at the number of products which fail in the marketplace because consumers say "no."

Some experimental products, of course, are abandoned at the laboratory stage and never make it to test market trial. Only about half of the products put into a test market are sufficiently well received by consumers to warrant national distribution. Again, only about half of those which are marketed nationally survive for any length of time. With reason, most companies consider consumers to be formidable regulators of the marketplace.

Companies don't like to talk about failures, but all companies which produce consumer products have them. Fling—a disposable, detergent-impregnated dishcloth, packaged in a convenient tear-off roll—is an example of such a product.

Lower part of a newspaper advertisement used in a test market area to announce Fling, the new throwaway dishcloth.

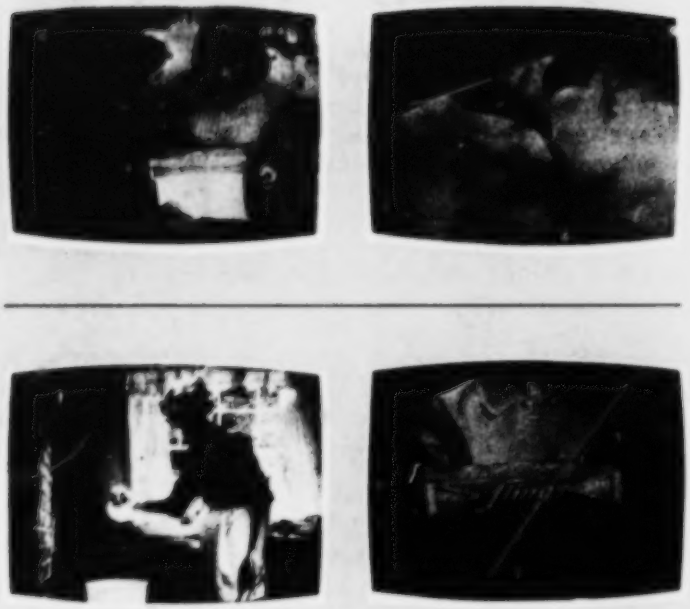
- **The consumer need or want to which the product attempted to respond:** Consumer research conducted on the subject of dishwashing in the early 1960's suggested that homemakers: 1) wished there was a way to get continuous cleaning action throughout the dishwashing process which would provide fresh, clean, hardworking suds, and 2) were unhappy with the use of dishcloths and dishrags, which could be unsanitary and unsightly.

It was felt that if a product could be developed which responded to these two expressions, consumers would buy it.

- **The performance capabilities of the product:** The advertising for Fling focused on the performance qualities which had been built into the product in response to what consumers said they wanted. The TV commercials announced a "fresh new way to do dishes," using a convenient detergent-filled dishcloth which could be tossed away after one use.

The product performed as the advertising claimed it would. Science and technology had developed a wholly new resin-bonded wet-strength paper which would not disintegrate in water

In the TV commercial announcing Fling, a homemaker tells her friend about the new dishcloth . . . filled with detergent . . . which provides continuing fresh suds while doing the dishes . . . and is thrown away after use.



even under heavy dishwashing conditions. The paper was impregnated with a dishwashing detergent in dry form which would be released gradually for suds durability. Here was an effective, one-time-use disposable dishcloth, and home use during the product development stage was very encouraging.

In order to sell Fling at a price competitive with existing dishwashing products, a manufacturing process was developed to produce the product economically at high speeds. Fling was introduced into test market, and the initial experience indicated that homemakers were enthusiastic about it.

Why did the product fail? After initial trial, consumers simply were not buying Fling, and sales fell to the point where it was not possible to produce the product at a lower consumer cost. When sales in the test market began to decline precipitously, the company had a clear signal not to proceed to national distribution and the test market was discontinued.

Not so clear were the reasons why consumers' initial enthusiasm for the product waned. Perhaps Fling did not offer consumers a sufficiently compelling reason to change from their current way of doing dishes with a liquid. Or perhaps consumers didn't want a dishwashing product in this form. In any event, not enough people developed the habit of using Fling daily for dishwashing. Therefore, it was not possible to develop the sales volume necessary for a low-cost consumer product.

4. Advertising products which compete with each other

Not everybody likes vanilla ice cream.

One of the fundamental facts that advertising people deal with every single day is this: In a country as big and diverse as ours, there is no such thing as a typical consumer. No matter how good a product is, it will not please everybody. People simply have different tastes, needs, habits, life styles.

Because people are so different, and there are so many of them, no manufacturer can serve them all. In our varied economy, there always seems to be plenty of elbow room for both big and small competitors who have good products to offer.

What this means to a company marketing a product is that market research, the first step in the process of bringing a product to market (discussed earlier), tries to find out what a large group of people want, then a product is developed to meet their wishes, and the advertising concentrates on that primary group. In short, it is a matter of carving out a slice of the market and pinning the hopes of the product on that segment of the population.

Other manufacturers are doing exactly the same thing—some focusing on exactly the same group, others on different groups. That is why, when you walk into a big supermarket—with as many as 12,000 items—you may see several brands in the same product category.

You have probably seen advertising for each of the brands, each ad featuring a benefit which the advertising people believe sets their product apart from competitors and makes it better. This is an important point because, if it were not for the advertising, consumers might well think that all products in the same category were the same, at least until they had tried them all.

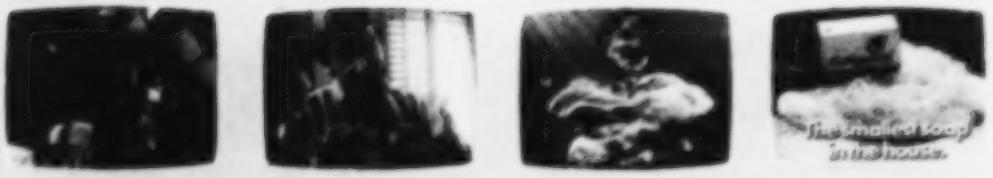
A good example is the array of detergents on a supermarket's shelves. While the basic purpose of all is to get the family wash clean, there are differences among these competing brands. Some are high sudsers, some medium or low. Some have bluing, others a bleach. Some contain brighteners, others enzymes for special stains. Some work equally well in more than one water temperature.

Market research shows that different consumers have different needs and wants in products. And the function of advertising is to call attention to each product's special qualities to help consumers choose the brand that seems to match their needs and wants.

Note how advertising is used to point out the differences in six popular brands of bar soap.

Zest was great. Zest lathered up. When I rinsed it off, it left no sticky film, and the feeling was tingly . . . your body just feels very fresh . . . try deodorant Zest like Kay Bruner. You'll feel cleaner than your soap.

A crisp, exhilarating scent and handfuls of bubbly lather combine to tingle your senses. It makes you feel more than clean. It actually brings you back to life. Coast . . . an Eye-opening experience. Coast Deodorant Soap. The Eye-opener.



How come my Safeguard is smaller than everybody else's deodorant soaps? . . . 'Cause only Safeguard has the combination of utterly unbeatable . . . deodorant soap protection . . . and richer, smoother lather. Safeguard Deodorant Soap. People love it so much, it's always the smallest soap in the house.

"The feeling is Camay. It's not harsh, not greasy . . . Just leaves you feeling soft and beautiful. Feel the beauty of Camay."

The Wise Ol' Towel says, "Lava's special. It's a pretty color green, and has a fresh scent. It's got lots of creamy lather and pumice. Lava gets hands clean the first time."

"Healthy looking skin isn't all you need to look good, but it helps! . . . So I get down to basics like lots of soap and water . . . Ivory's a natural soap . . . It cleans gently . . . So I guess helping skin stay healthy looking is what Ivory's all about."

Discussion/Activity Guide for Chapter IV

Case histories showing how advertising works

Learning Objectives

To help students:

- identify and explain factors that influence advertising decisions
- explain advertising's role in communicating information about products

Related Materials

Student Worksheet #3, "What Is the Ad Telling Me?"

Filmstrip, "Consumer Advertising" (Frames 6–25).

Discussion/Activities

- Ask different students to report on one of the product case histories given in the Teacher's Manual (Pages 15–21), noting: 1) the consumer need or want to which the product attempts to respond, and 2) the performance capabilities of the product. How is such information summarized in the advertisements? Give examples. What are the limitations imposed on the specialists preparing the ads, in terms of time (TV) and space (magazines and newspapers)?

- Distribute copies of Student Worksheet #3, "What Is The Ad Telling Me?". Have students bring in copies of print ads or assign them to monitor commercials and report on them, using the worksheet as a guide.

- Ask teams of students to monitor different time segments on television and report on commercials to the class. If possible, perhaps a portable television is available for classroom use. How do different students react to the same commercials? How do students rate the commercials in their attention-getting value? The product information given? What special audience do they think the commercials would appeal to most?

- Ask each student to monitor a specific TV program to identify the target audience to which it is directed. Are ads different on baseball games, children's cartoons, variety shows, late movies?

- Have students collect copies of ads for products in the same category (e.g., hair care products, shaving creams, lipsticks, etc.). Analyze the ads to show how the product differences are demonstrated through the ads.

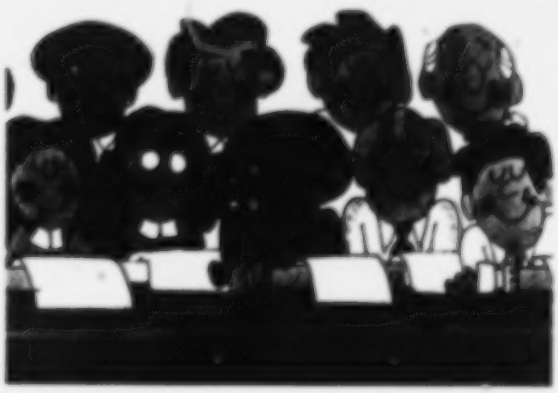
- Ask students to bring in labels or advertisements announcing new or improved products.
  a. Will the new improved product give consumers more of what they want?
  b. What makes the product different from what was formerly available?

Chapter V: How advertising is created

Up to this point, we have seen how a company learns the kind of product consumers say they would like to have, how a product is developed incorporating the benefits consumers ask for, and how the product is put on the market.

Now we will see how advertising is created to communicate those product benefits to the public.

When advertising people talk about creating a series of ads, they call it a "campaign". That is because it takes time to get people's attention, persuade them to try a product, and achieve a marketing goal. Just one ad usually will not do it. In the first place, not every potential buyer will see the ad the first, second, even third time it appears. And, in the meantime, a competitive ad can capture many of those potential buyers' attention. Even those people who do see the ad may promptly forget it, so it will take many ads to remind them of the product and its benefits. That is why advertisers repeat their product messages.



Ads campaign for the consumer's purchasing vote, just as politicians campaign for votes that will put them in office. Since success or failure is in the hands of the consumer, the most important rule for the people who create the ads is this: Know the product and the consumer. Find out how the consumer lives, how the product fills the consumer's needs, how other products appeal to him or her; also, learn how the consumer talks so your ads will use language that the prospective buyer feels at home with and easily understands.

Campaigning to win over the consumer is a fascinating process. Let us see who does the work and how, step-by-step.

Who does the work

Two basic terms are important—client and agency.

The client is the manufacturer. In most cases, the manufacturer retains an advertising agency and thus becomes the agency's client. The agency's basic job is to create the advertising.

In some cases, particularly where the manufacturing company is relatively small, someone in the company may create the ads instead of using an agency. Bigger companies, however, usually work with agencies which have many specialists with varied experiences and can often bring an outsider's fresh point of view to the marketing and advertising efforts. For our purposes, let us focus on how a manufacturer and an agency work together.

We will talk about a large manufacturer and a sizable agency. The size of an agency is usually described in two ways—the number of employees, and the amount of money (called billings) their clients spend on advertising. Some agencies have 10 or fewer employees, others run into thousands. Some have billings under half a million dollars a year; a few are around the billion-dollar mark. Some agencies are relatively small because they prefer to specialize in a certain kind of advertising with just a few clients; others become big because they serve a wide variety of clients. Big or small, the principles of creating advertising are the same.

As you would imagine, every manufacturer has its own way of doing things, so the advertising setup varies from one company to another. To cite just one example, here is how advertising is handled by one large manufacturer, Procter & Gamble.

This company markets many products, each with its own brand name, unique performance characteristics, and specific target audience. In attempting to reach these consumers who have expressed a need or want for the product, each Procter & Gamble brand must not only compete with products made by other manufacturers, but also with other company brands in the same product category.

The entire consumer marketing responsibility for each brand is in the hands of a manager and two or three assistants who work only on that brand. The brand group is expected to know more about their particular brand—its consumers, characteristics and benefits—than anyone else. This group works closely with market research, product development and manufacturing.

The primary responsibility of the brand group is the development of the marketing plan—or said another way—development of the plan that will help support sales through advertising and promotion. This includes supervision of and involvement in the following: creation of the advertising strategy and then the advertising itself; development of the media and sales promotion plans; package design; pricing of the product; profit goals; estimate of the number of cases sold annually; analysis and forecast of business trends.

To help do all these things, they can call on these other groups within the company:

- **Promotion planning development**—helps make effective use of established promotion tools (sampling, premiums, price-off promotions, mail-in offers, coupons, displays, etc.) and pioneers new merchandising ideas.
- **Sampling and couponing**—coordinates the delivery of samples and coupons to the public. Works very closely with the retail trade, setting up display promotions, and performing other merchandising functions.
- **TV commercial production**—manages all projects relating to the production of commercials for all brands.
- **Art and package design**—manages all projects relating to package design and print pieces.
- **Media**—oversees advertising activities with television networks, local TV and radio stations, magazines, newspapers and other media.

One of the most important jobs of the brand management people is to work with the advertising agency that handles their brand.

Now we will look at the agency people and what they do. Some work with corresponding specialists within the client company:

- **Account executives**—coordinate all the work done in the agency on behalf of the clients.
- **Copywriters**—write the ads.
- **Art directors**—make layouts and storyboards which illustrate the ads and determine how they will look.
- **Production people**—produce the ads and commercials created by the copywriters and art directors.
- **The casting director**—finds actors and actresses to appear in commercials.

- **Traffic people**—see that the work is done on time and send the finished ads and commercials to newspapers, magazines, TV and radio networks and stations.

- **Media people**—study the costs and audiences of the various media (newspapers, magazines, TV and radio stations) and recommend where the advertising should appear in order to reach as many primary prospects as possible at the lowest cost.

- **Research people**—conduct surveys to determine customer attitudes and test the creative work to find out whether people understand it, believe it, and find the message important to themselves as consumers.

In most cases the agency is paid, not by the client, but by the media which gives the agency 15% of the money the client pays to the media. In other cases, the client simply pays the agency a fee based on the agency's costs, plus profit, for doing the work.

Now let us go step-by-step through what a client and an agency might do when they get together for the first time to create an ad campaign:

Step 1—Fact gathering session

The first step is for the client to acquaint the agency people with all available information on the product—what it contains, what it has been designed to do, its special characteristics, performance capabilities and benefits. The client may also review the steps involved in researching, developing and manufacturing the product. The primary objective is to make sure the agency fully understands the product, what it does, and the consumer market for which it was designed. Additionally, both client and agency agree on what they want the advertising to accomplish.

Client and agency work together as the campaign is developed. Once underway they will check with each other to see that it is getting results, and will sometimes consider changes if market conditions require a different approach.

Beyond that, the client and the agency will meet periodically—usually once a year—for a general review of the client's business and to plan the next year's campaign.

Here are some typical subjects the client and agency people will talk about during the course of the year and at the annual review meeting:

- How the product is selling in the marketplace.
- How last year's campaign performed—what was good about it, what might be improved.
- What competitors are doing, such as marketing products with new ingredients, special promotions, price changes, and so on.
- How business conditions have changed.
- What new market research results are available which might reveal changes in consumer wants and needs.
- What, if any, product improvements have been made—perhaps as a result of the research—that might be the main feature of the new advertising.
- Whether the improved product will appeal to a broader audience.
- How the client may try to reach more consumers in certain geographic areas by increasing the amount of advertising there.
- Finally, how much money is available in the new year's budget—how much it will cost to achieve the marketing goals, and how much can the client realistically afford?

Step 2—Developing strategy

The strategy for the ad campaign is developed from the facts about the product.

The first step in creating an ad is to determine 1) the central message the ad is to deliver; 2) the target audience to whom the ad is to appeal; 3) the principal benefits inherent in the product; and 4) the reason the product delivers these benefits. In advertising, this summation of the product story is often called the brand's strategy.

The central message usually will be drawn from the original market research which shaped the product development. For example, in the case of Head & Shoulders shampoo, market research had revealed a desire for a dandruff-controlling shampoo that would be pleasing to use and that would leave hair soft and manageable (prescription dandruff shampoos at the time Head & Shoulders was developed had a number of undesirable features in use). The Head & Shoulders advertisement summed up the product capabilities succinctly—"Head & Shoulders . . . Strong and Gentle . . . Hates Your Dandruff. Loves Your Hair."

Once the strategy for the ad campaign has been approved and reviewed by client and agency the creative work starts.

Step 3—Creating the commercial

The commercial begins to be born in the mind of the copywriter. Most TV commercials these days are 30 seconds long, and all copywriters know that they have about 70 words with which to tell the story of the product's benefit, so it is essential that they come to the point fast.

Copywriters also know that, in addition to words there are moving pictures to help demonstrate the product's advantage. So copywriters also make very rough sketches of the pictures that fit the words.

Next, the words and rough sketches are given to the art director, who, along with the copywriter, refines both the copy and sketches, making sure that the words and pictures say the same thing, and deciding what kind of art treatment to use—cartoons, real people, etc. Then an artist turns the sketches into drawings that show exactly what the pictures will be like on the screen. This series of drawings is called a "storyboard," and the producer will follow it exactly when the commercial is filmed.

The next step is to show the copy and storyboard to another agency specialist, the producer who will ultimately photograph it. At this stage, the producer will tell the copywriter and artist whether their concept is workable, and may offer suggestions for improving it. The producer, who is also responsible for the final cost of the commercial, must decide at this point whether it can be produced at an affordable price.

When all three are in agreement, they show the commercial to the account executive for an opinion on whether the commercial meets the objectives the account executive and the client have laid out.

Following this approval, the rough commercial will be put into finished form. This means the drawings on the storyboard will be refined and drawn in color, and copy will be typed and pasted alongside the drawing to which it applies.

Meanwhile, the producer is making all the preliminary plans to produce the commercial, including a time schedule and an estimate of costs.

The final step is to show the storyboard and production plans to the client. This is a critically important step because this is where the client, who is closest to the product, determines whether the commercial is an accurate and persuasive presentation, and whether it lives up to the company's standards of what their advertising should be.

(We have been talking here only about a single commercial. In most cases, however, the copywriter and art director will create three or four alternatives to suggest other possible approaches.)

Step 4—Legal and network approval

The storyboard will be shown to the agency's and client's lawyers to make sure that it meets all company standards as well as those set by the government, mainly in respect to accuracy and to guard against statements that might be misleading.

The agency will also submit the commercial to the networks who must approve it before airing, again mainly for accuracy.

Step 5—Producing the commercial

When the client and agency are in full agreement on the commercial, the next step is to find the people who will appear in it.

In most large agencies, this is handled by a specialist, the casting director. The casting director studies the storyboard with the producer, copywriter and art director, in order to understand exactly the type of actors needed—their age, general looks, hair color and style, their experience, and so on.

Most actors and actresses have agents. The casting director, who has pictures and biographies of hundreds of people, calls several agents specifying the type of person needed for the commercial. Auditions are set up for the most promising candidates. The actors and actresses are given storyboards, and one by one they run through their parts for the group who will select the winners—the producer, art director, copywriter, sometimes the account executive, and perhaps the client.

When the cast is chosen, the producer then sets the production schedule, covering when and where the commercial will be filmed—in a studio, a private home or office, outdoors, or wherever it can be done most effectively.

Now the producer gathers production crew and actors together, and films the commercial. The copywriter and art director are often present to make changes when it appears they can improve on the words and illustrations shown on the storyboard.

Depending on the commercial, the filming can sometimes be completed in one day, other times two or three.

When the filming is finished, the producer and creative people review the prints, choose the best of several versions and edit the commercial to make certain it is not too short or too long for the allotted 30 seconds.

Next the filmed commercial is reviewed with the account executive and finally with the client.

When both client and agency have agreed on the commercial, the producer may still have work to do, such as putting in sound effects, brightening the color, etc. And then the commercial is finished.

Step 6—Testing the commercial

Many clients and agencies test commercials with typical consumers after producing them but before putting them on the air.

Although there are many ways of testing, the objective of all is to get reaction from many different people. This might be done by showing the commercial to several groups which then comment on it. Do they understand it? Do they believe it? Do they think it is accurate?

Another way of testing is to air the commercial once in several cities and then telephone people the next day to ask them what they remember about it. In these and in all tests it is important to interview enough consumers to get statistically reliable information.

The whole idea behind testing is to find out whether prospective customers find the message clear, believable, and important. If the advertising passes the test on those three points, there is a good chance it will be successful. If it fails on any one of the three, it is a signal that something is wrong and needs changing.

Step 7—Planning the media

While all the work of creating and producing the commercial has been taking place, another very important process has also been going on. The media people have been choosing the stations on which the commercial will appear.

The media planner works from the strategy which specified who the primary prospects for the product are. For example, suppose that the product will be sold all over the country and the target audience is the homemaker between the ages of 18 and 50.

With these guidelines in mind, the media planner will think along these lines:

- Probably the most efficient way to reach this nationwide audience is by running the commercials on one or more of the three major networks.
- If so, the planner will next try to determine which network shows would draw the most homemakers between 18 and 50—news, daytime programs, movies, musical variety shows. The planner asks the networks what they would recommend, what shows are available,

and what they would cost. But the planner has another source of information—books that give ratings based on actual surveys of viewers. These rating books indicate how many people were watching each show on the day the rating survey was made.

- Incidentally, the media planner has two costs to consider. One is the total cost, which must stay within the agreed-upon budget. The other is called cost-per-thousand, or the cost of reaching one thousand people. Suppose a commercial on a certain show costs $50,000; the rating book indicates the show reaches 10 million people whom you consider prospective buyers of your product. That means it cost $5 to reach 1,000—or half a penny to reach one prospect. Another show might charge the same $50,000 but reach fewer people you consider prospects. Then the cost-per-thousand prospects goes up. As you can see, it is important for the media planner to know what kind of people watch each show and how many of them are prospects for the product offered in the commercial.
- The planner also wants to know the "demographics" of a show being considered. Demographics means the characteristics of the people who watch the show—how many men and women, how many fall within the 18–50 age group, whether both lower and upper income people watch it, and so on. The media planner asks the networks and stations for such information.
- Maybe the client feels that, in addition to network coverage, there should also be extra emphasis on certain kinds of markets. For example, the 10 biggest cities in the country. Then the media planner would ask the TV stations in those markets for a list of shows in which a schedule of commercials could be placed, which are watched predominantly by viewers ages 18–50, and what the costs would be.

When all of this background information has been assembled, the media people compare the alternatives, select the best, and then write a detailed recommendation for the client—telling where the commercials will run, how often, how many viewers they will reach, the cost for each one thousand viewers, and the total cost of the campaign.

Step 8—On the air

Now all of the agency's work—the commercial itself, the media recommendation, and any promotion ideas—are presented to the client for final approval. When the client approves the plan, usually many months after the initial fact gathering session, prints are ordered and sent to the stations. Finally, the commercial goes on the air.

Discussion/Activity Guide for Chapter V

How an advertising campaign is created

Learning Objectives

To help students:

- describe the steps involved in planning, preparing and launching an advertising campaign
- understand some of the terms used in advertising
- compare the various forms of advertising

Related Materials

Student Worksheet # 4, "Advertising, Step-By-Step"

Student Worksheet # 5, "All About Advertising"

Filmstrip, "Consumer Advertising" (Frames 26–53)

Discussion/Activities

- Distribute copies of Student Worksheet # 4, "Advertising, Step-By-Step" and use it either as a discussion guide allowing students to write in notes as you describe each stage, or allow students to complete the chart independently.

  Refer to the Teacher's Manual pages 25–29 for background information.

- Discuss the importance of checking and rechecking the accuracy of ads. Why is this critical to the success of an agency and the client in marketing a product?

- Review the filmstrip, "Consumer Advertising," Frames 26–53. How is the work of creative people such as copywriters affected by the findings of market research, product development specialists and others? After showing the filmstrip discuss the various stages involved in creating and clearing an ad.

- Assign teams of students to develop a magazine ad and a 30-second (60–70 words) commercial for a particular product. Each team can decide on a product. Suggest that they use art sketches and photography or clip illustrations from magazines, if appropriate. If there are art classes in the school, they might like to cooperate in the project.

  In developing the ads, students should consider the following guidelines: 1) what they feel should be the central message of the ad; 2) the audience to whom they wish to appeal; 3) the principal benefits inherent in the product which are believed to be of interest to the audience; 4) the format which would be appealing to the intended audience; 5) the type of magazine they would select and the time period on television they believe would be best.

  When the ads are roughed out, ask each team to present its plans to the class. The class should play the role of company management and ask questions regarding the potential selling power of the ads. The class might also vote on whether the guidelines above have been followed and who did best on following the guidelines and developing an ad.

Distribute copies of Student Worksheet #5, "All About Advertising" and allow students to complete the puzzle in class or as a home assignment.

This exercise could also be used as a review since it summarizes many of the terms already discussed in this unit.

Divide the class into two teams to play a variation of the game, "Password." One player gives a team member clues until the second player identifies the word or phrase being described. The team which identifies the most words or phrases in 3 minutes wins.

Use the words and phrases on Student Worksheet #5 and also the "Key Advertising Terms" (Page 52 of the manual) as the basis for the "Password" game. This will reinforce learning.

Chapter VI: Integrity and accuracy in consumer advertising

If students and other consumers could eavesdrop on a creative meeting, where client and agency were discussing a commercial in the making, maybe nothing would surprise them more, or stay in their minds longer, than this one impression: Advertising people want their advertising to be absolutely accurate.

One reason is that they know that, by and large, consumers cannot be fooled. Perhaps a consumer can be persuaded to buy a product once, but if the product does not deliver what the advertising promised, the inevitable result will be disappointment, even anger, and that consumer (plus hundreds or thousands more) will be lost forever as a customer. Without repeat purchases, most consumer products quickly fail.

There is another hard-headed reason. In the long run, nothing is more valuable to a company than a well-earned reputation for products that perform a good service and advertising that accurately represents the product.

At some point, we have all seen the handiwork of fly-by-night operators trying to make a fast dollar and not worrying about repeat purchases. Their ads seem too good to be true, and have led many people to say, "You can't believe anything you see in an ad."

That is why many checks and balances have been set up, mainly by responsible advertising people themselves, to help keep them on the straight and narrow path of telling the truth. Let us look at how industry checks itself, how government fits into the picture, and what the consumer can do about all of this.

Industry

The consumer products company has always had primary responsibility for the message communicated to consumers about its products through advertising. No reputable company deliberately misleads the consumer. Quite aside from a company's own commitment to ethical business practice, any attempt to deceive through advertising would be self-defeating. Consumer satisfaction with a product ultimately rests on how the product performs. If the product does not perform as claimed in the ad, then the advertiser loses the repeat sales which are essential to economic success for the product.

As a part of general operating philosophy, many companies have developed their own guidelines for use in preparing and evaluating their advertising. Before any advertisement is cleared for use it will be checked and approved: 1) by the product research people who verify that any product claims made are readily supportable by laboratory or other appropriate research data, and 2) by the legal staff, which examines all claims made, to make certain they conform to relevant federal, state and local regulations.

A company must have a reasonable basis for any claim it makes in advertising. The method for developing this claim support may vary from one company to another but would include all technical and statistical information needed to verify the accuracy of the claim. Such data are typically reviewed by a company's technical and legal departments for acceptability.

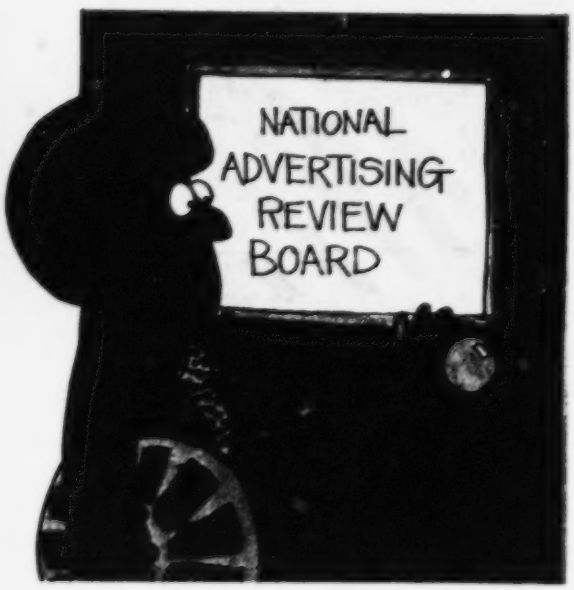
The advertising agency shares the concern of the producer for protecting the integrity of consumer advertising. Most agencies define their own policy positions and have their own legal departments through which advertising is screened.

Trade groups, which are made up of companies that have many things in common (such as airlines or food manufacturers), often develop codes and guidelines as an aid to their members. An example is the comprehensive "Children's Television Advertising Guidelines" adopted in 1972 by the trade group known as the Association of National Advertisers.

The major types of mass media—newspapers, magazines, radio, television—have for a long time had standards for the type of advertising they will carry. These acceptance standards relate to the type of product which can be advertised, as well as to the message. Television and radio networks, for example, have acceptance departments which review claim support material before airing a commercial. The Television Standards Code of the National Association of Broadcasters prohibits ads for certain goods and services and regulates ads for others, such as products advertised to children.

Better Business Bureau (BBB), an independent organization, financially supported by business organizations with offices in some 145 cities, was launched more than a half-century ago to serve the public interest. The basic purpose of the BBB movement has been to maintain ethical practices in the advertising and selling of products and services, to combat fraud and to curb the activities of a small minority of unscrupulous business operators.

The National Advertising Review Board (NARB), created in 1971, provides a system for dealing with the truth and accuracy of national consumer advertising. The Board is composed of 50 men and women representing industry, the advertising business and the public sector. NARB headquarters is in New York.



The operational staff of the Board is the National Advertising Division (NAD) of the Council of Better Business Bureaus. When the Board receives complaints about advertising, it refers them to the NAD for investigation. The NAD staff first asks the advertiser for claim substantiation data. If the substantiation validated claims made, the complainant is so advised. If the claim is not satisfactorily substantiated, the staff works with the advertiser to achieve appropriate corrections. If the advertiser refuses to make the suggested changes, the matter is referred to the NARB. The complainant may ask for an NARB review if he or she is not satisfied with the NAD's conclusion.

If the findings of the Board agree with those of the NAD, the Board will also attempt to have changes made in the advertising. If the advertiser declines to accept the judgments of the panel and to make revisions, the Board will then publicly disclose its position and that of the advertiser. At the same time it will refer the matter to the appropriate government enforcement agency.

The federal government

The Federal Trade Commission (FTC) is the agency which bears primary responsibility for regulation in this area. It is broadly empowered to act against unfair methods of competition in commerce and unfair or deceptive acts or practices in commerce. In carrying out this responsibility the FTC regularly investigates advertisements and reviews claim support material provided by countless companies and industries.

The Food and Drug Administration (FDA), a division of the Department of Health and Human Services, is empowered to review package and labeling claims as part of its supervision of products which are regarded as "drugs", such as an anti-cavity toothpaste or an anti-dandruff shampoo, or cosmetics, or foods.

The Federal Communications Commission (FCC) has been assigned, as one of its main functions, the regulation of the radio and television broadcasting industries, and this includes ensuring reasonable standards as to length, number and loudness of commercials, and general broadcasting practices.

The consumer

Despite all the checks and balances we have just discussed, it is the individual consumer who makes the final judgment on whether the advertising has been truthful and believable by buying or not buying the product.

Consumers, therefore, have the responsibility to pay close attention to the advertising before making a purchasing decision.

Here are four good questions to ask in evaluating any advertisement:

First, What does the ad promise me? In fact and in spirit? This will help you understand the central idea of the ad.

Second, Does the promise meet my wants, needs or resources? This will help you decide whether the product is really important.

Third, Do I need more information? Where can I get it? Most commercials and ads are too short to supply every detail that might be important. To get more information, you might want to read the package label, or talk to an experienced store clerk, and maybe get in touch with the manufacturer.

Fourth, Is the advertiser reputable? Where can I check? If an ad talks about an unfamiliar product, or maybe offers a bargain that sounds too good to be true, you might want to call the Better Business Bureau in your town, and see what information they have about the manufacturer.

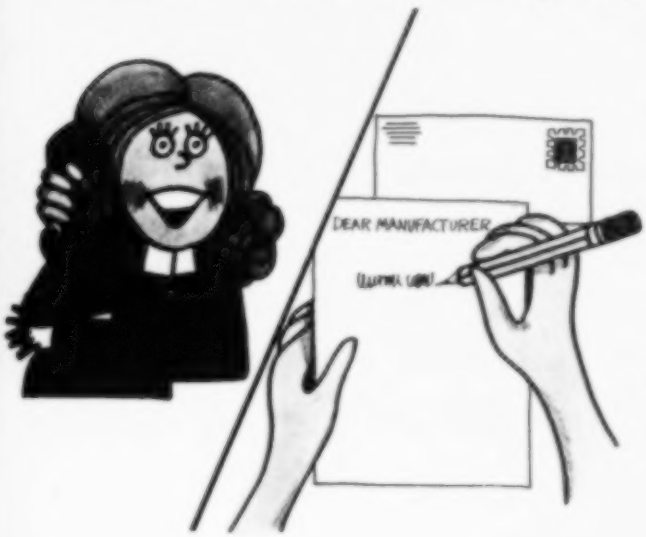
Getting information about advertising

If there are questions about claims made for a product in an advertisement, action can be taken. While the specific circumstances might indicate a different approach, generally the best way to proceed is as follows:

1) Study the advertisement carefully for all the facts. Wherever possible, use the product. Then, if there are still questions, write to or call the company sponsoring the ad and state the nature of the question clearly. (The manufacturer's name and location are on the product label; some companies, such as P&G, also have toll-free 800-line numbers on their product labels.) If writing, include a copy of the ad if possible; in both cases identify where and when it was seen or heard.

Sometimes, of course, especially in the case of local advertising, questions can be asked in person. For example, if products advertised by a supermarket at a sale price on a certain day are not available, ask the store manager why. Reputable stores do try to stock sufficient quantities of sale merchandise to take care of anticipated demand. If they run out of the item, they will frequently give a "rain check" which can be used at a later date.

The media—newspaper, radio, or television station or magazine—featuring the advertising can also be contacted. (Call the Advertising Manager or write the publication.)



2) If the answer from a local advertiser concerning a product or service is unsatisfactory, contact the local Better Business Bureau. If that organization cannot help, see if there is a consumer agency of the city, county or state government. These are usually located in the principal municipal office of the city or in the state capitol.

3) If the answer from a national advertiser is unsatisfactory, contact the National Advertising Review Board (845 Third Avenue, New York, N.Y. 10022).

Discussion/Activity Guide for Chapter VI

Integrity and honesty in advertising

Learning Objective

To help students:

- describe the activities of industry and government agencies in advertising

Related Materials

Student Worksheet #6, "Evaluating Advertisements in Terms of Personal Wants, Needs, Resources"

Student Worksheet #7, "Where to Turn if You have Questions About Advertisements"

Filmstrip "Consumer Advertising" (Frames 54–67)

Wall Chart, "How to Evaluate an Ad"

Discussion/Activities

- Ask students to name the three segments of society which play a role in maintaining the accuracy and integrity of consumer product advertising. List these on the chalkboard.

Industry

- Ask students whether they think most consumer advertising is basically accurate or whether they consider it is often deliberately misleading. Ask students to imagine themselves in the role of a producer of low-cost products which consumers must buy on a repeat basis if the company is to remain in business. How can you get prospective customers interested in trying your products? How do you get them to continue buying your products? What would be the folly of using misleading advertising?

- Discuss the meaning of the term "claim support" in connection with product advertising. Who in a company verifies the claims made in an ad before it is cleared for use?

- Discuss the various associations supported by industry which, in addition to the consumer products company itself, help to ensure integrity in advertising through the establishment of codes, standards and guidelines.

- Invite a representative of the Better Business Bureau to discuss that organization's efforts to maintain ethical practices in advertising and selling. Ask the representative also to discuss with students the activities of the National Advertising Review Board established in 1971 to deal with the truth and accuracy of national consumer advertising.

- Discuss or assign different students to report on: 1) the role of the Federal Trade Commission in investigating advertisements and reviewing claim support material provided by companies; 2) the mandate of the Food and Drug Administration in reviewing claims on packages and labels for products regarded as "drugs"; and 3) the functions of the Federal Communications Commission in regulating the radio and television broadcasting industries.

Consumers

- Have students bring in a variety of ads and use the Wall Chart, "How to Evaluate an Ad," and Student Worksheet #6, "Evaluating Advertisements in Terms of Personal Wants, Needs, Resources" to evaluate and discuss them.

- Ask students to pinpoint the persuasive appeal in each ad. Do all students respond the same way to the appeal used? Why do they think a particular ad might be effective in persuading one consumer to try a product and be totally unconvincing to a neighbor?

- Ask students in what ways they think consumers themselves can exert an influence in maintaining the integrity of advertising.

- Show the filmstrip (Frames 54–67), then use Student Worksheet #7, "Where to Turn if You Have Questions About Advertisements," to review the steps students could take if they have questions about an advertisement or if they feel a product they have used does not live up to the claim made for it in the ad.

Chapter VII: Other uses of advertising

Above all else, advertising is certainly versatile.

While this kit is devoted mainly to how advertising informs consumers about everyday products that virtually everybody uses, advertising is hard at work in many other areas of our lives. Its function is still the same—to persuade, to inform and encourage people to act; only the subjects are different.

To sell a service

Airlines and bus companies, hotels, banks, electrical repair shops and exercise clubs are examples of non-product businesses that use advertising to tell consumers what they feel are competitive advantages for the services they provide—perhaps special rates, convenient locations, frequent schedules, extra services, and so on. Some of them use market research just as product manufacturers do, to learn what the consumer wants, and then feature these benefits in their ads.

To build business for a retail store

A department store ad will often feature new styles in clothing and innovations in refrigerators, or a sale on towels and sheets. A supermarket will advertise a beef sale or other specials. The whole idea is to attract customers to the store where they will be exposed, not only to these special items, but to many other products as they "shop the store."

To reach other manufacturers

Some manufacturers turn out products that they sell only to other manufacturers. For example, a company that makes electrical cables sells them to electric utilities. There are hundreds of utilities in this country, and it would be impossible for the cable salesperson to call on all of them in person. The answer is to use advertising that appears in magazines read primarily by utility people. This is called trade advertising. Practically every major trade has magazines devoted exclusively to its own industry.

To create goodwill for a company

Nothing is more important to a company than its reputation. Good products and service are usually the foundation of that reputation. In addition, a company may use advertising to inform the public about other things it is doing. Examples of these other activities might include energy conservation, development of methods to increase productivity, providing leadership in fighting social problems, or helping people to understand public issues by discussing them in ads. Companies who do this kind of advertising—separate from their product advertising—believe it helps the consumer understand them and enhances their reputation as good corporate citizens.

To promote a beneficial action

You have heard of public service advertising, and practically everybody knows about ads featuring Smokey the Bear telling people not to be careless with fire in forests. This is a remarkable kind of advertising because it does not promote a product or service, is not commercial or political, and is simply concerned with making life better for all of us. Much of this advertising is done under the auspices of The Advertising Council, which is a private, non-profit organization supported entirely by the advertising-communications industries and American business. We have seen ads urging us to have frequent medical check-ups (by the American

Cancer Society), fasten automobile seat belts (National Safety Council), investigate carefully before making a major purchase or signing a contract (Council of Better Business Bureaus), and so on.

To promote other ideas

Even the government advertises—to attract recruits to the armed services, to sell U.S. Savings Bonds, to promote better nutrition, to tell people how to make efficient use of the postal system. And of course political candidates use advertising when they campaign for office.

As we said, above all else, advertising is certainly versatile.

Did somebody once believe in you?
"CAREERS"
Loneliness.
Nobody wants it.
Everybody feels it.
Find the strength of family values in God's family—in your house of worship.
HIS CONTRIBUTIONS WERE MADE POSSIBLE BY YOURS.
INVEST IN AMERICA'S GREATEST NATURAL RESOURCE
Repeat after me,
nly you...

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Discussion/Activity Guide for Chapter VII

Other uses of advertising

Learning Objective

To help students:

- understand advertising's role in communicating information about services, organizations and other subjects, beyond products

Discussion/Activities

- Discuss the various uses of advertising, as explained on pages 38–39. Have students find ads which fulfill each of these purposes:
  - to sell a service
  - to build business for a retail store
  - to reach other manufacturers
  - to create good will for a company
  - to promote a beneficial action or idea

- Why do non-profit organizations advertise? Review the ads of groups such as the Sierra Club, Alcoholics Anonymous, United Appeal, etc. How does this prove that advertising is a major informational and educational resource?

- Have students collect the direct mail ads received in their homes during a two or three week period and make a collage of them. How many families received the same ads? How many ads were received by the total group? What groups advertised? What was the basic appeal in each direct mail ad?

Chapter VIII: The extra benefits of advertising that we seldom think about

Most Americans, especially those who have traveled abroad, would probably agree that our country, despite its ups and downs, is one of a kind. We are excusably proud when a foreign visitor exclaims about the size of our stores, the array of products that compete side by side, and often how low the prices are.

There are a thousand reasons why there is so much zest and excitement in our highly-competitive economy. Advertising is just one. But it is one of the hardest-working.

All through this manual, we have shown how advertising works as one part of the process of bringing a product to market. Now let us look behind the scenes at some of the surprising benefits that most of us never think about.

• **Advertising helps get prices to the point where most consumer products are affordable.**

When advertising helped spread the word about digital watches, pocket calculators, and citizen band radios, for example, down came the price.

Here is how advertising helped bring this about. Advertising is the most effective and cheapest way to tell millions of people that a product exists and what it will do for them. If people respond favorably, a mass market develops.

That allows a manufacturer to mass-produce the product. That means a company can save by buying raw materials in great quantities, and save by installing efficient mass production equipment. The end result is that it costs less to produce each individual item, and the price you pay will be lower.

As you can see, if it were not for advertising, many prices would be so high that most people could not afford products that are now within our reach.

• **Advertising increases competition.**

Any company with a good idea can enter the competition by arousing the curiosity of millions of people through good advertising. Shoppers are always on the lookout for something new and better and often lower in price.

Some people may understandably think that a national company, with a great deal of money to put into advertising, may dominate the market so thoroughly that smaller companies would find it hopeless to compete. But the opposite is usually true. It is almost a sure-fire rule that success attracts competitors who want to get a share of the expanding business. Since there are so many people in our country, with so many different tastes and preferences, no single company can serve them all. The small competitor, perhaps operating on a regional basis instead of nationwide, quite often can compete successfully if the product is worthwhile, the price acceptable, and the advertising effective. So, successful advertising usually encourages competitors, big and small, to enter the competition.

Healthy competition like this, with advertising playing a key role, spurs manufacturers to develop new and improved products, and the consumer benefits by having wider and wider choices to select from, and lower costs which result from competition.

- **Advertising encourages the store owner to stock new products.**

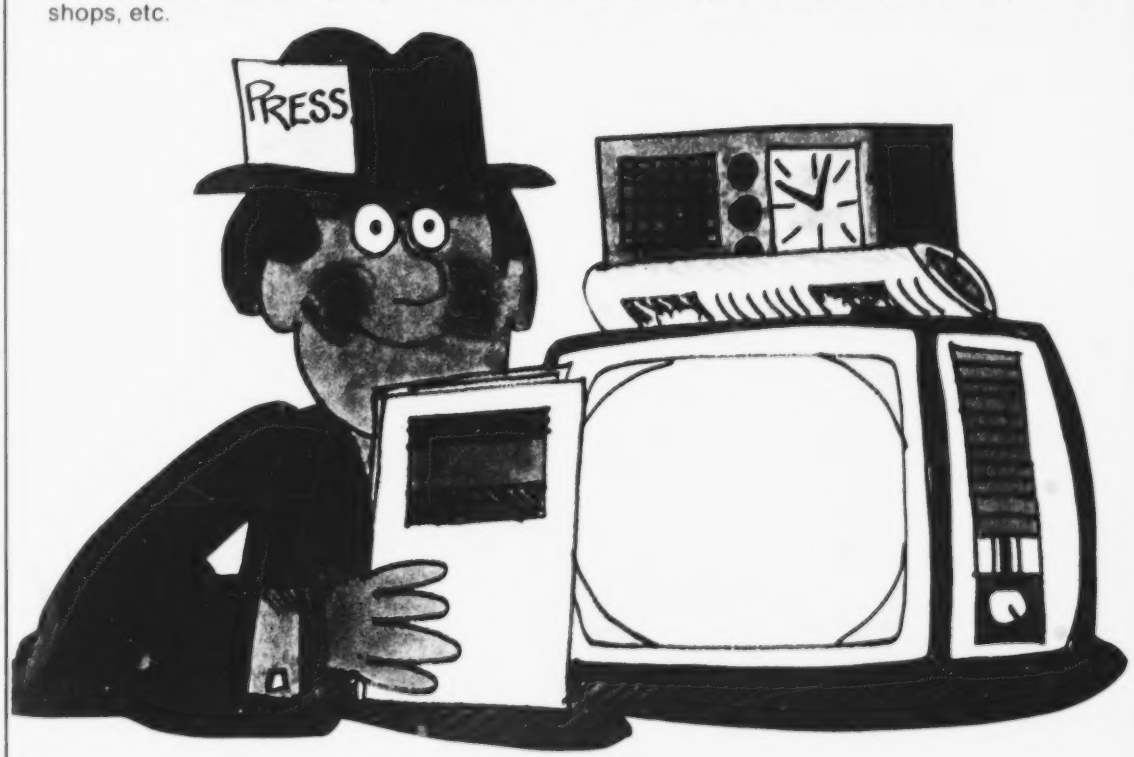
Store owners will stock a new product if they think it will sell. Knowing the manufacturer will run advertising describing the benefits of the product, arousing the curiosity of consumers, and bringing lots of people into stores asking for it, store owners usually will give an unknown product a chance to prove itself. And that means one more choice for the consumer.

- **Advertising supports our free press, magazines, radio and television.**

It is estimated that advertisers spend nearly $55 billion a year for advertising, and most of this money goes to newspapers, magazines, radio and television networks and stations. This revenue is their principal means of support. It means that advertising pays for much of the news and entertainment that we Americans have at our fingertips.

- **Advertising provides many job opportunities.**

There are over 7000 advertising agencies in the United States which employ over 80,000 people. In addition, these agencies require support services which provide many other job opportunities, e.g., film producers, art studios, graphic designers, display houses, printing shops, etc.



Discussion/Activity Guide for Chapter VIII

Benefits of Advertising

Learning Objective

To help students:

- understand the benefits of advertising to them as individuals

Related Materials

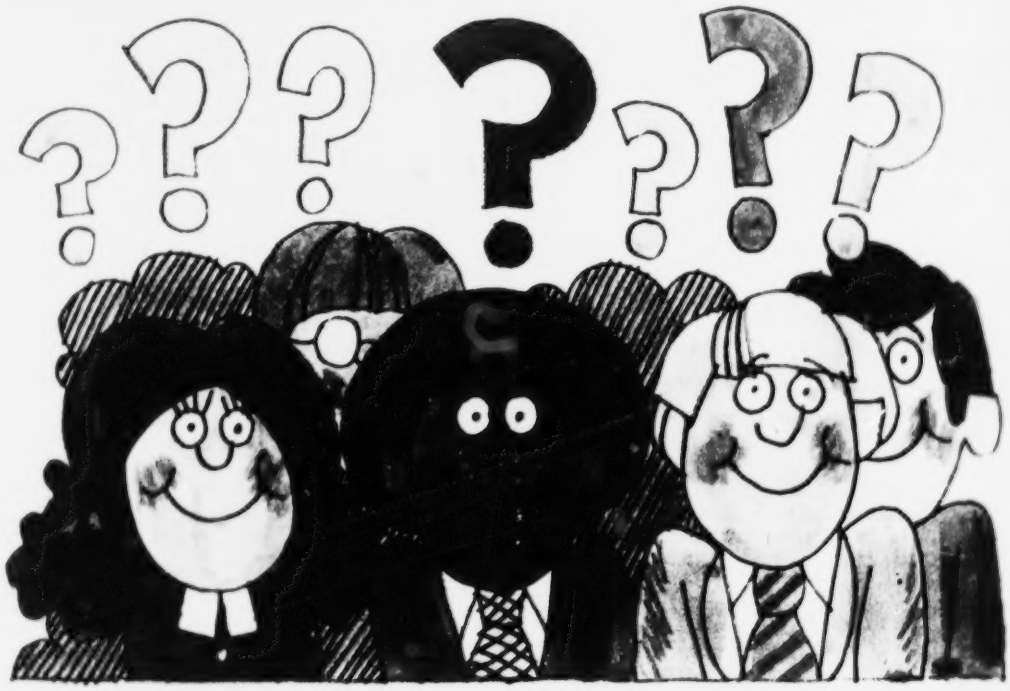
"Consumer Advertising" Filmstrip (Frames 68–76)

Discussion/Activities

- Review Frames 68–76 of the filmstrip, asking students to list the benefits described. Following the viewing, have them discuss these benefits, giving examples.
- Have students decide on an item they would like to buy. Then have each list three ways they could use advertising to help them decide on the right product.
- Have students review the ads in a magazine or newspaper. How many ads are there for competing products? How do these competitive ads help you and others as consumers? Manufacturers? Retailers?
- Discuss the importance of advertising in competition. Give examples such as electronic calculators or digital watches, which were very expensive when they were introduced for sale but now cost significantly less. How did competition help bring about this downward shift in price? What role did advertising play?
- Have students make a list of six products they have bought primarily as a result of an advertisement. Were they pleased with the products? Why/why not? Which products did they continue to buy? How important are ads in helping consumers choose among several products in the same category, for example shampoos, shoe polishes, marking pens?
- Have students do library research or invite people into class who have lived in other countries. How does the type and amount of advertising in America compare with advertising in other countries? What relationship does this have to our standard of living?

Chapter IX: Advertising careers

Since some students might be intertested in careers in advertising here is a brief look at where the jobs are, what kind of people are likely to succeed in advertising, and how to prepare for the different types of jobs.



Where the jobs are

In this manual, we have concentrated on companies that manufacture a product and on advertising agencies that create the ads. This is a very important segment of the advertising profession, but the field is much, much wider.

Advertising is going on all around us. Some advertisers cover the whole country; others a region of a few states; and, of course, much of the advertising you see is strictly local for a store or bank or appliance service. Practically every organization that sells something advertises it, in newspapers and magazines, on TV and radio, on outdoor posters, in the telephone yellow pages, handbills, matchbook covers, sometimes in movie theaters (which, incidentally, are very important in many European countries). We have discussed the consumer products manufacturing field throughout this manual, so now we will take a brief look at other businesses where there are advertising opportunities:

- **Stores.** Department stores, grocery chains and stores, hardware stores, specialty shops, auto supply stores, furniture stores, TV and radio stores, car dealers, restaurants, and so on. Some will have an ad manager or some other experienced person in charge. Larger organizations will have a manager and a staff.

- **Service companies.** Airlines, bus companies, banks, savings and loan associations, insurance companies, stock brokers, real estate brokers, auto rental firms, travel agencies, telephone companies, etc.

- **The media.** TV and radio networks and stations, newspapers, magazines, outdoor billboard companies. These companies advertise to tell advertisers and agencies why they should run their ads in their publications and on their stations. There is another important area of job opportunity in the media: these organizations have their own ad development people who work up ads for clients; additionally, they have salespersons who call on advertisers and agencies.

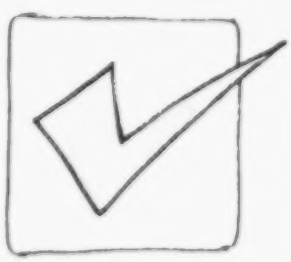
Qualifications

There are so many different kinds of jobs in the broad field of advertising, it is difficult to generalize about the kinds of qualifications a prospective employee needs. However, here are some to keep in mind:

- One is a genuine interest in people and in business, particularly selling. Advertising people spend a great deal of time delving into a company's business problems, studying the consumer's needs, working out plans to make their product or service more competitive in the marketplace. Many students do not really know whether they could be interested in business because their interests and aptitudes are still developing. For them, there is no better advice than to get a part-time job in any organization that sells a product or service, where they can begin to learn what selling and advertising is about.

- A second dominant qualification is the ability to communicate clearly and persuasively—that is, to think in an orderly way, focus on what is important and eliminate trivia, speak and write clearly with a good vocabulary. This does not apply only to people who write ads. Practically every job in advertising requires writing memos, letters, plans, and communicating orally with others. Marketing and advertising is a business of ideas, and what good is a great idea if we cannot make others understand it or get excited about it?

- The third qualification is an aptitude for mathematics and numbers. While this does not apply to every copywriter and artist, virtually everyone else in advertising deals constantly with a budget—keeping track of the costs of producing ads and commercials, the costs of various promotion pieces, and certainly the costs of media. And, of course, it takes an analytical mind to read and understand the numbers in research reports, as well as sales reports that show the results of a total marketing effort.



How to prepare for the different jobs

No two companies handle the advertising function exactly the same way. There are differences in advertising agencies, too. But, generally speaking, there are a lot of similarities in the jobs in a company and an agency, so we will look at them together.

- **The company's brand manager, the agency's account executive.** These two key people manage all the work on a specific product. They work closely together in studying the business and marketing problems and opportunities of the product, collecting information about the product and its competition, offering ideas to make the advertising better and better.

  These days, almost every account executive and company brand manager has a college degree, preferebly in liberal arts or marketing. It also helps if the individual has had some business experience, perhaps selling or in market research or working with the media.

- **Copywriter.** All agencies have copywriters, of course, and some companies do, too. The common procedure is for an individual to come into an agency or company advertising department as a "cub" copywriter, and be assigned to a senior writer. As a rule, these organizations do not recruit young copywriters. To apply for a job just knock on the door, talk with the person in charge of creative personnel, and—this is very important—bring along writing samples.

  It helps to have a college degree, particularly in creative writing, English, liberal arts. Some colleges teach courses in advertising copywriting.

- **Art Director.** Agencies and many companies have art directors. A young artist may start as a "cub", learning the business by pasting headlines and type and illustrations into layouts, working for the senior art directors. One way to get a job is to call on the head of a company's or agency's art department, bringing samples of your art.

  As a rule, art cubs have an advantage if they have attended a school for the visual arts, and perhaps have had some training working for a commercial art studio.

- **Media.** These are the men and women who study the TV networks and stations, newspapers, magazines, etc., determining the characteristics of people who watch certain shows and read different publications and what each medium charges—and then recommend which should be selected to reach the most prospects for a product at the lowest cost.

  While most of the media jobs are in agencies, some of the larger companies have their own media specialists.

  To apply for a job, call on the personnel manager of an agency or a company. Obviously, it helps a great deal if the person applying for a media job has a college degree, specializing in such subjects as marketing, economics, mathematics/statistics, and English.

- **TV-radio producer.** These are the people who take the creative work done by copywriters and art directors and turn them into commercials.

  Most sizable advertising agencies have employees who do nothing but produce commercials. Some agencies have their art directors or copywriters do the producing. Some go outside the agency and hire independent production firms to do this work. Some companies have specialists on their staffs who produce commercials or various kinds of films to train employees or to use in sales meetings.

  As you would imagine, this is highly technical work, so the best background is experience in a studio which produces commercials and other films. This would involve working with directors, camera people and other technicians.

- **Market Research.** Most sizable agencies and many client companies have market research departments that carry out surveys of consumers and test ads before they are used. There are also a great many independent research organizations that are hired by companies, agencies, TV networks, business associations of all kinds, even politicians, to find out what the public is thinking.

  New employees usually start out tabulating the results of the surveys, and obviously it is very much to their advantage to have the ability to interpret numbers and present them clearly.

- **Sales promotion.** These departments create product displays for stores, window displays, ideas for promotions, booklets, mailing pieces—almost a limitless variety of materials to interest customers in their products. Many agencies and a great many manufacturers have sales promotion departments.

  To prepare for this line of work an individual can take a job in a grocery or department store, and see how the promotional materials work. Or, a person can apply for work with an art studio or display house that specializes in building displays and other kinds of materials that a company uses to promote its products in stores.

- **Other opportunities.** In addition to specific jobs in advertising, there are hosts of other job opportunities in those departments or companies which service advertising. For example:

  - **Print production.** This is a very technical activity that turns copy and pictures into type and engravings, and puts them together into finished ads, booklets, posters, and so on. People can study this work in trade schools or get experience working with graphics arts companies which set type, make engravings, and do the actual printing.

  - **Photography.** As a rule, companies and agencies hire outside studios to take pictures for ads, brochures, booklets, posters, various sales promotion pieces. There is no better way to learn this business than to apply to studios for a job.

  - **Art studios.** When a company or an agency needs a painting, drawing or cartoon—for ads, posters, booklets, etc.—they turn to art studios. Individuals who feel they have talent along this line can get a start with a studio just doing odd jobs. The important thing is that they can learn from the senior artists and find out whether they want to make a career in this specialized field. Training in an art school is always a help in getting into a studio.

  - **Graphic arts.** This is the term often used for firms that set type, make engravings, and print up the finished ad, booklet, poster, and so on. Perhaps it is more understandable if we call it a printing shop. One way to get into this work is to apply for an apprentice job.

  - **Display studios.** Some companies have people who design and build window displays, store displays, and displays for conventions and any number of activities. For the most part, however, they turn this work over to studios that have staffs with varied experience

and the space to build big displays. If an individual has talent in art or carpentry it will help in getting a job as a beginner.

Many people probably have the notion that advertising is a "glamorous" business, a close kin to show business, especially because of TV. In many respects, they are right. It is exciting to write an ad, knowing that it might be read by more people than read most best-seller novels, and that a commercial will be seen by millions. There can be great satisfaction in studying the consumer, and supplying important information to help huge numbers of people decide to buy a product. (Advertising people can also drop to the depths of disappointment if they have misunderstood the consumer and the ad fails). Perhaps advertising is called "glamorous" because it is a business of ideas rather than routine. It is a business where individuals, bursting with curiosity and fresh ideas, can get ahead faster than in many other lines of work.

Note: For more information about careers in advertising, write for the following free booklets:

"A Guide to Careers in Advertising"
American Association of Advertising Agencies
666 Third Ave.
New York, N.Y. 10017

"Questions and Answers About Advertising"
and
"Jobs in Advertising"
American Advertising Federation
Suite 401
1225 Connecticut Avenue NW
Washington, D.C. 20036

Discussion/Activity Guide for Chapter IX

Careers In Advertising

Learning Objectives

To help students:
- identify career opportunities in the field of advertising
- describe the job functions of people in advertising
- assess personal skills, interests and abilities as they relate to a career in advertising

Related Materials

Student Worksheet #8, "Careers in Advertising"

Discussion/Activities

- Distribute copies of Student Worksheet #8, "Careers In Advertising" and have students complete the exercise. They may refer to the Teacher's Manual, Pages 23-29, 45-49 or do research on their own.

  How many have a clear idea of the job responsibilities and skills involved in each of the jobs mentioned? How many students are interested in one or more of the jobs cited?

- Have students look through the "Help Wanted" ads in your local newspaper under Advertising. What kind of jobs are available? Are there any job openings which could be filled by a person who has recently graduated from high school? What experience or training is necessary for each type of job offered?

- Have students practice interviewing each other, role-playing "employers" and "potential employees." Make up a list of questions that an employer might ask in an interview and typical responses. For example:

• Why do you want this job?	I have a talent and am very good at following directions. Also, I want to learn more about advertising and think that working in this company will give me the experience I need.
• What are your best qualities as an employee?	I am a self-starter. I like responsibility.
• Why did you leave your last job?	I have worked there all through high school, but there is no place for me to advance. I heard about this opening and thought it would be a good chance for me to learn more about advertising.

- Make a list of local schools which offer courses or post-high school education in copywriting, illustration, market research or other areas of specialization related to advertising. What are the qualifications for enrollment? What is the cost of enrollment? How long are the courses? What financial aid, if any, is available to students?

- Invite the Personnel Manager of a local advertising agency or a company with an advertising staff to make a presentation to the class. What qualities does the company look for in people being hired for work in advertising? What is the best way to approach the company to learn about job opportunities? What kind of educational background should potential employees have?

- Ask students to list some of the human traits they believe are necessary to work in advertising. The list could include: friendly, outgoing, honest, dependable, orderly, etc. When they have completed the list, students can decide for themselves whether they have any of these traits or what traits they need to develop or work on.

- Have students make a list of the job qualities that are desirable. Record the list on a chalkboard, then have each student rank the items on it from 1-most important to 20-least important.

  A typical list might have these qualities:
  - chance to help other people
  - plenty of vacation time
  - good salary
  - nice surroundings
  - pleasant friends at work
  - good benefits
  - regular hours
  - chance to work overtime
  - chance to supervise others
  - opportunity to be creative
  - friendly boss
  - chance to travel

- How many students would prefer a routine, but secure, job to one that was very diversified but less stable? How many are afraid to be unemployed? How many would stay with a company more than 25 years? How many would prefer to switch jobs every few years? How many would prefer to work independently? How many would like a job which is highly creative?

- Have interested students prepare a resumé for a prospective employer in the field of advertising. They could do some research on resumés in the library. This should include:

  - Occupational goals
  - Education
  - Major areas of interest
  - Honors
  - Extra-curricular activities
  - Summer/part-time experience
  - References

- Review Student Worksheet #8, "Careers In Advertising" again. Which careers would be most demanding for a creative person? Which would be best suited for a well-organized, analytical person?

Key Advertising Terms

1. **Advertising Agency**—A business organization which specializes in creating and placing advertising. Agencies are hired by organizations or individuals wishing to promote a product, service or idea.

2. **Advertising Campaign**—That period of time during which an advertiser runs a series of similar ads, featuring the same basic message or product benefit.

3. **Advertising Strategy**—The summation of the product story, i.e., the central message an ad is to deliver; the target audience; the principal product benefits; the reason the product delivers these benefits.

4. **Brand Name**—The name for a company's product.

5. **Claim Support**—Scientific data, research findings, and other performance information which support the product benefits claimed in an ad.

6. **Client**—The organization or individual which hires the advertising agency.

7. **Copytest**—A method of showing ads or commercials to a group of typical consumers to determine whether they find the ad's message understandable, interesting, important and believable.

8. **Demographics**—Facts about the kinds of people whom the advertiser considers the best prospects for the product or service—such as where they live, their age group, sex, education, occupation, income, size of family. This information helps suggest where to run the ads to reach these people.

9. **Marketing**—All the activities involved in getting a product to consumers, including advertising, market research, sales, transporting, etc.

10. **Marketing Goal**—The results expected from all the marketing activities, usually measured in terms of sales achieved or action initiated.

11. **Market Research**—The efforts involved in discovering consumer opinions, attitudes and usage habits through interviews and observations. Market research can be done by telephone, in person or through the mail.

12. **Media**—A general term used to describe all the forms of communication that can carry the advertising—newspapers, magazines, TV, radio, billboards, bus cards, etc.

13. **Product Development**—The work, often involving various scientific disciplines, of creating a new product or improving an old one to meet consumers' current needs and wants as determined by market research.

14. **Product Sampling**—Samples are mailed or delivered to homes to encourage consumers to try the product with the goal of making them regular customers.

15. Promotional Activities—Efforts made to make consumers aware of a product and encourage them to buy it. Examples are product displays in stores, coupons offering a few cents off the regular price for a limited time, premiums or gifts in packages, contests of various kinds, two for-the-price of one sales, etc.

16. Storyboard—A series of drawings suggesting each scene of a TV commercial as it will eventually appear on TV screens in homes. Storyboards help client and agency visualize and refine the commercial before undertaking the expense of producing it.

17. Target Audience—The type of consumers (age, occupation, etc.) whom the advertiser considers the best propsects for the product. Advertising is written specifically with this group in mind, and carried in the media that attracts such people.

18. Test Market—A clearly defined geographical area or several such areas used in introducing a new product to the marketplace. Test market sales and consumer response provide information about the potential success of a product in national distribution.

Narration for the filmstrip "Consumer Advertising"

Focus

Music (Blank frame)

1. During the next few minutes, we're going to talk about advertising.
2. Lots of people think advertising is a glamorous business, particularly when they think about creating a television commercial, working with actors and actresses, in a setting that is much like making a movie.
3. Well, advertising *is* glamorous, in many respects. But the 30 or 60 second commercial you see is just the tip of the iceberg. The real stars aren't even seen.
4. The real stars are consumers because everything a manufacturer does in developing a product, making it, and then selling it begins and ends with consumers.
5. Business activities like developing products, manufacturing, and advertising are part of the process of bringing a new or improved product to the market.
6. The process begins with consumers . . .
7. A company talks with consumers through market research to find out about their needs and wants.
8. Next comes product research and development . . . where a company develops a product in response to consumer needs and wants . . .
9. Then manufacturing steps in to make the product . . .
10. And advertising tells everyone it's available.
11. All these activities point back to the consumer because consumers decide whether a product succeeds or fails, either by buying—or not buying.
12. Now let's take a closer look at the process in action. Remember it starts with companies getting data from consumers through market research. Many market research surveys are done by telephone, but some are done by mail or in person.
13. Through market research, a company discovers consumer opinions, attitudes, likes, dislikes, and usage habits. A large consumer products company might talk to more than a million consumers every year.
14. When a company has talked with hundreds, sometimes thousands, of people they put all the results together. Suppose the research was on hair care. Here's what they might find.
15. Let's say most consumers feel their shampoo does a good job of making their hair clean. But many consumers have a problem—their hair is unmanageable after shampooing.
16. In the next step of the marketing process, market research gives this information to the manufacturer's product development people.
17. These scientists know the chemical make-up of hair. They know how hair reacts when washed in soft water and hard water. They know what makes hair unmanageable—makes it puff up, or become frizzy.

18. The product development people go to work on the problem of unmanageable hair, and finally they hit upon a new ingredient—let's call it "B"—that can be put into shampoo to make hair more manageable. The new ingredient will go through extensive testing to make sure it is safe for humans and for the environment.

19. Product development seems to have the consumer's problem licked. But, just to make sure, the company tries the product out with consumers in different parts of the country.

20. When ingredient B demonstrates that it solves the consumer's problem with unmanageable hair in actual use, we are ready for the next activity in the marketing process.

21. It is called manufacturing. Engineers, production experts and quality control specialists now have to figure out how to produce the product in mass quantitites . . . with consistant quality . . . and at a price consumers are willing to pay.

22. Once manufacturing is underway and distribution is completed, advertising steps in to tell consumers that the product with ingredient B is available.

23. The process comes full circle back to consumers when they decide whether or not to buy the product.

24. If the consumer decides to buy the shampoo with ingredient B, and if the product lives up to its advertised promise, it will be repurchased. If not, no amount of advertising will persuade the consumer to buy it again.

25. Now that you have the ground rules and know how advertising fits into marketing, let's take a look at some of the steps involved in creating advertising. Here, we have a role for you to play.

26. Suppose you are the copywriter in a big advertising agency. You could be working on a magazine ad or a mailing piece or a television commercial. But, let's say you are about to create a TV commercial.

27. Here's a young man, but it could just as well be a young woman. There are lots of women in advertising. You could be working in a small agency, or doing an ad for a big or small company. The principles we're going to discuss are all the same.

28. One of the first things you'll do as a copywriter is to learn all about the product you're about to promote. Let's say it's the shampoo with ingredient B. The manufacturer will fill you in on the shampoo's development.

29. You'll also be reminded that your role is to help the manufacturer let consumers know the product with ingredient B is available . . . what it will do for them . . . and persuade them to buy it.

30. When you begin writing your commercial, here are five important things to keep in mind:

31. 1. Consumers.

32. 2. Their problem with unmanageable hair.

33. 3. Your solution—the product you're writing about.

34. 4. Good taste.

35. 5. Accuracy.

36. Market research told you all about consumers and their problem with unmanageable hair. When you write your commercial, you'll remind them of this problem in a clear, concise manner.

37. Once your commercial has consumers' attention, you will tell them how shampoo with ingredient B solves their problem.

38. It hardly needs mentioning, but your commercial must obviously be done in good taste.

39. It is important to show the problem, but it certainly is poor selling to do it with exaggeration that makes fun of consumers, or embarrasses them, or talks down to them.

40. Let's get into another matter which is very important to you as a copywriter—the matter of accuracy in advertising.

41. If the product is worthwhile, with an *important* benefit for the consumer, it would only hurt the product to stretch the truth or lie about it.

42. Advertisers know consumers are simply too smart to be fooled. Maybe they'll buy your product once, but if it does not deliver what your commercial promised, they will not buy it again.

43. That is why misleading advertising is so utterly unproductive and simply a waste of money.

44. Now that you've written your shampoo commercial, you don't just produce it and put it on the air. It has to pass a lot of tests for accuracy.

45. First, it will probably go to the company's research and development people who discovered ingredient B and know exactly what the product will do and won't do. If you've claimed too much, they'll spot your error right away.

46. Then your commercial will go to the manufacturer's lawyers, to make sure that your copy meets all the legal regulations set up by such government agencies as the Federal Trade Commission, the Food and Drug Administration, the Department of Agriculture, and so on.

47. Your commercial is now ready for copytesting. You will show it to several groups of prospective customers, to see whether they understand it, believe it, and consider it accurate. If your commercial fails these tests, you'll rewrite.

48. Next, your commercial has to be submitted to the three major TV networks, who review it for taste and accuracy before it can run on the networks and the local stations affiliated with the networks.

49. Newspapers and magazines and local radio and TV stations also have the right to refuse advertising if they think it is misleading in any way.

50. Your commercial may also be checked for truth and accuracy by the National Advertising Review Board, which is a self-regulatory group supported by business.

51. With all these checks and balances—the client, government, media and industry—it may take several months before you have the commercial cleared and ready to go on the air.

52. However, your commercial finally passes all tests and is produced. You've done a good job! The process you just went through as an imaginary copywriter is one that's followed many times over by reputable companies for every commercial or ad campaign developed.

53. But how can you as a consumer check this out? We've all seen commercials that seem too good to be true.

54. What can you do if you have doubts about the accuracy of a claim made in an ad?

55. Your most important protection is your decision to buy, or not to buy. You, and millions of consumers like you, are the final judge of every ad.

56. Here are four good questions to ask, as you make up your mind about an ad.

57. What does the ad promise me? In fact and in spirit? This will help you understand the central idea of the ad.

58 Does the promise meet my wants, needs or resources? This will help you decide whether the product is really important to you.

59. Do I need more information? Where can I get it? Most commercials and ads are too short to supply every detail that might be important to millions of consumers with different needs and wants.
To get more information, you might want to read the package label when you go to the store, or talk to an experienced clerk, and maybe get in touch with the manufacturer.

60. Is the advertiser reputable? Where can I check? If an ad tells you about an unfamiliar product, or maybe offers a bargain that sounds too good to be true, you might want to call the Better Business Bureau in your town, and see what they can tell you about the manufacturer.

61. Now let's suppose for a moment, that an ad catches your eye. You asked the questions we've just discussed. You're satisfied that everything is okay and decide to buy the product.

62. Then—to your sorrow—you find, through no fault of your own, the product let you down. And you start wondering what in the world you can do about it.

63. The best thing to do is to contact the manufacturer and describe your experience. Any responsible manufacturer who has taken a product through the marketing process has an enormous investment in that brand. Solving your problem helps the company protect that investment.

64. If you feel it's necessary to carry the matter further, you can tell your story to your local Better Business Bureau. There are 145 bureaus across the country.

65. The Better Business Bureau will hear your complaint, investigate it, and take it up with the manufacturer if they believe an explanation is in order.

66. If you're still not satisfied, you can call local, state, and federal regulatory agencies.

67. Now that you know what to do if something goes wrong with an ad, let's talk about advertising at its best.

68. For example, advertising usually holds down prices.

69. Here's how that comes about. Advertising can reach millions of potential customers quickly . . .

70. . . . so manufacturers can afford to mass-produce products. The end result of mass production is that it costs less to produce each individual item, so the price consumers pay will be lower.

71. Another benefit of advertising is that it increases competition by allowing manufacturers to quickly tell millions of consumers about their product.

72. Healthy competition like this spurs manufacturers to develop new and improved products and the consumer benefits by having wider and wider choices to select from.

73. Advertising also encourages the store owner to stock new products. Knowing there will be advertising to inform and encourage people to try it, store owners will usually give a new product a chance to prove itself. And that means one more choice for the consumer.

74. Finally, advertising supports our free press, magazines, radio and television. It is estimated that advertisers spend nearly $30 billion a year for advertising.

75. Most of this money goes to newspapers, magazines, radio and television networks and stations. This revenue is their principal means of support. This means that advertising pays for much of the news and entertainment that Americans have at their fingertips.

76. Well, that's the story of advertising.

77. In these few minutes, we have tried to help you see why advertising is important in our lives . . .

78. . . . how carefully it is tested for accuracy and honesty . . .

79. how it stimulates competition . . .

80. And constantly gives us new and better products to chose from, and . . .

81. more than anything else—why consumers are always the stars of the show, every step of the way.

82. Credits.

Other P&G Consumer/Economics Education Materials

CONSUMER CHOICE TEACHING KIT traces the steps a company takes to bring a product to market, stressing the importance of the consumer to the decisions made. In the process the kit also discusses some of the basic economic principles of our consumer-oriented marketing system. Kit includes: Teacher's manual containing teacher's guide and class activities; filmstrip/cassette; worksheets; and business simulation game. Cost: $9.00. Contact Procter & Gamble Educational Services, P.O. Box 14009, Cincinnati, Ohio 45214.

"CLASSROOM IDEAS AND INNOVATIONS FOR CONSUMER EDUCATION," 1977. A series of discussion and class projects available at no cost from Procter & Gamble Educational Services, P.O. Box 14009, Cincinnati, Ohio 45214.

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Notes, References, Resources

C4

Notes, References, Resources

C5

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HOW DO YOU FEEL ABOUT ADVERTISING?

Please check one space for each of the 10 questions below:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
1. Advertising helps lower prices					
2. Advertising makes people buy things they don't need or want					
3. Advertising reduces competition					
4. Advertising can make up for poor product quality and therefore keep a poor product in the market					
5. Advertising adds to the cost of doing business					
6. Advertising contributes to giving consumers more choices					
7. Advertising is not based on facts about a product					
8. Advertising supports the free press by paying for space in magazines, time on radio or TV					
9. Advertising influences the quality of products					
10. Advertising helps consumers make wise choices					

TEACHER'S NOTE: See other side

TO THE TEACHER: Here are some thoughts for consideration as you discuss students' responses:

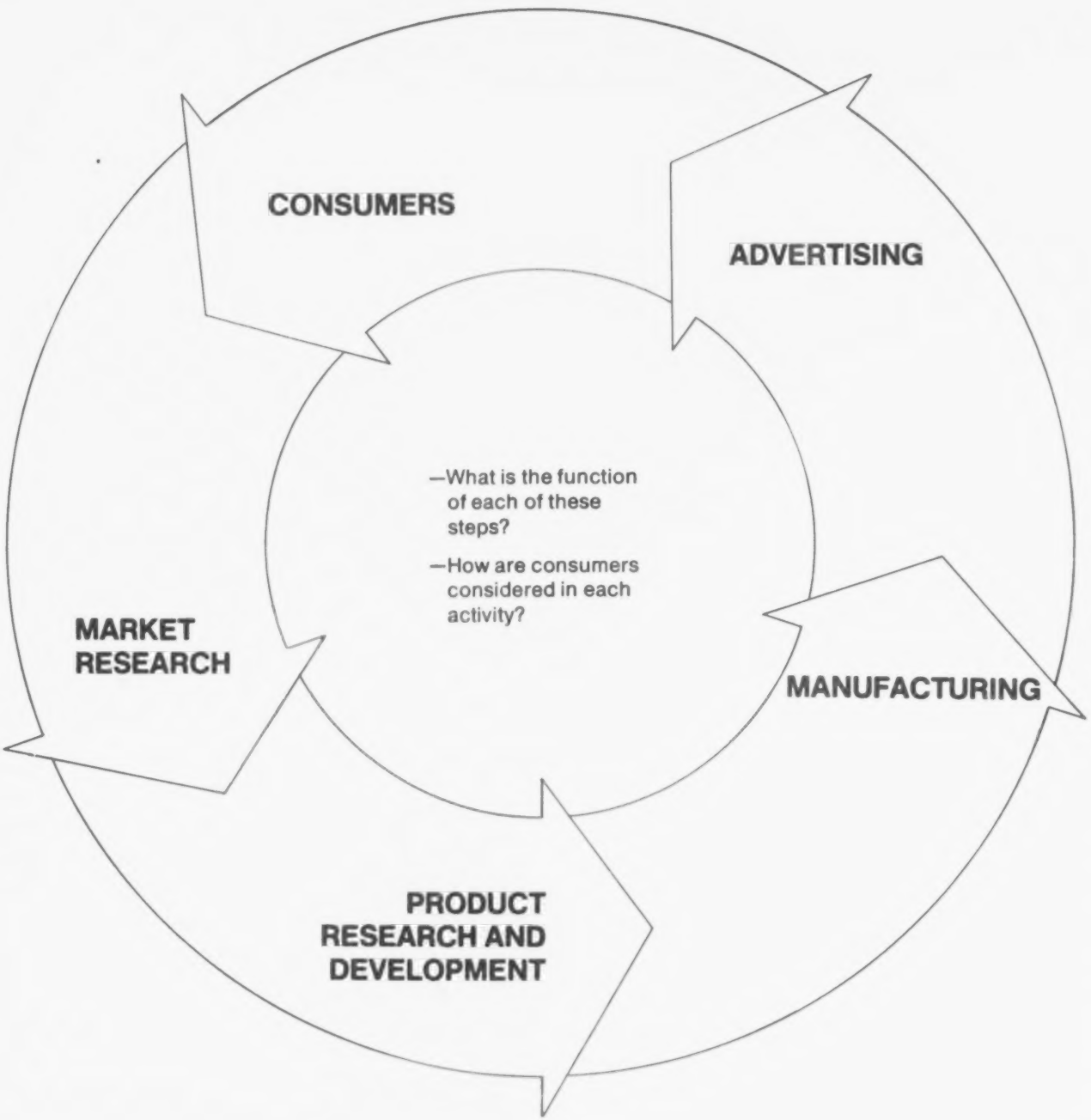
Advertising . . .

1. helps lower prices	Since advertising helps build consumer demand, it allows a manufacturer to buy and produce in quantity and helps reduce the cost of individual items. Some examples: electronic calculators, color televisions, automobiles, etc. As the market for these products increases, the price tends to decline.
2. makes people buy things	The consumer can buy or not buy. Ads can inform, persuade, nudge but the consumer makes the final decision.
3. reduces competition	Advertising tends to increase competition because as the market for a product increases, more producers try to make products which fulfill consumer demand. Again, electronic calculators are a good example.
4. encourages people to buy poor products	At best, advertising can encourage someone to buy a product once. If the consumer is dissatisfied, no amount of advertising will encourage a second or third purchase.
5. adds to the cost of doing business	Advertising is an expense for the manufacturer but, on balance, it lowers cost because it enables the manufacturer to mass-produce a product so that the unit cost of an item is lowered.
6. helps consumers have more choices	Since advertising increases competition, more products are marketed and consumers have a broader choice. Also, advertising encourages retailers to stock products so consumers again have a broader choice.
7. is not based on facts about a product	All advertising claims for performance or use must be based on facts, usually drawn from research.
8. supports the free press by paying for space in magazines, time on radio or TV	Advertising is the principal source of income for all forms of the mass media. Without advertising support, subscription rates would skyrocket.
9. has no influence on product quality	Advertising tends to increase product quality. With many products vying for attention, it is easy for consumers to switch brands. This constant "voting" forces manufacturers to maintain product quality or lose repeat sales.
10. helps consumers make wise choices	Because advertising informs consumers about a product's availability and what it does, consumers can use it to compare product facts and choose the items which best suit their needs, wants or interests.

Make an overhead transparency using Student Worksheet #1 to record how students' attitudes were similar/dissimilar.

In general, how many students seem to have a positive opinion about advertising? a negative opinion? What factors have influenced their opinions? How many believe that they are more aware of advertising's benefits than their parents? than their friends? than people who are 5–10 years older than themselves? Why?

KEY STEPS IN BRINGING A PRODUCT TO MARKET



TEACHER'S NOTE: See other side

WHAT IS THE AD TELLING ME?

What product was advertised? Brand Name: Product Type: Manufacturer:	
What is the main message of the ad? (What product benefit is being communicated?)	
What facts does the ad give about use or price?	
Does the ad appeal to a need, want or interest you have?	
To which consumers might the ad appeal?	
How is the product benefit dramatized (If a TV ad) . . . pictured (If a print ad)?	

ADVERTISING, STEP-BY-STEP.

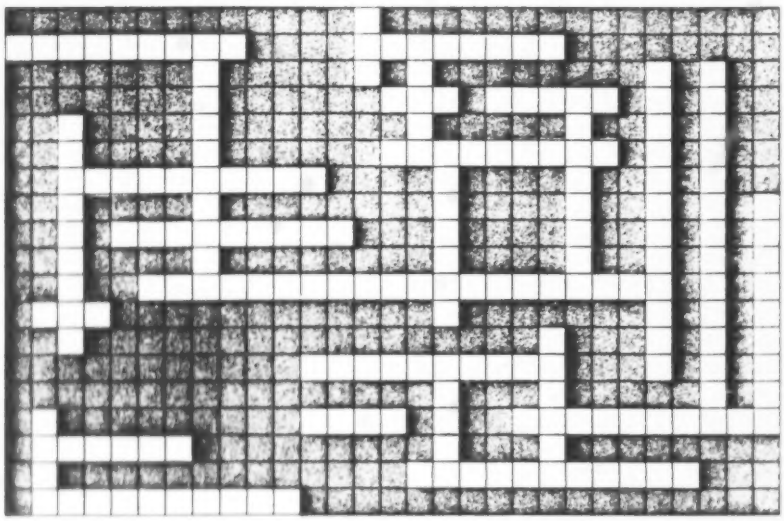
Complete this chart to sum up the facts you know.

Steps in preparing an ad campaign	What happens during this step?
1. Fact Gathering Session	
2. Developing the Strategy	
3. Creating the Commercial	
4. Legal and Network Approval	
5. Producing the Commercial	
6. Testing the Commercial	
7. Planning the Media	

ALL ABOUT ADVERTISING . . .

Fill in the puzzle by writing the words or phrases which fit together.

Hint: begin with the longest words.



3 Letters
FTC—Federal Trade Commission which regulates advertising
FCC—Federal Communications Commission which sets broadcasting standards
FDA—Food and Drug Administration which reviews package and labeling claims

4 Letters
FACT—another word for truth; all ad claims must be supported by fact
NARB—National Advertising Review Board, a voluntary industry group to promote high standards in advertising

5 Letters
MEDIA—all forms of communication
PRICE—the cost of something
RADIO—one form of media

6 Letters
AGENCY—name for advertising company
CLIENT—person who hires an ad agency to develop advertising for a product or service

7 Letters
CHOICES—consumers benefit from advertising by having more choices

8 Letters
CAMPAIGN—term used to describe an advertising effort
CONSUMER—someone who buys something

9 Letters
BRAND NAME—manufacturer's trade mark name for a product
INTEGRITY—honesty; reputable manufacturers strive for this in their advertising
PACKAGING—cartons, jars, etc. which protect a product
MAGAZINES—a type of media
MARKETING—all stages of getting a product from producer to consumer

10 Letters
TEST MARKET—place where a new product is first sold to judge consumer response
MASS MARKET—term used to describe a large audience of consumers
TELEVISION—a type of media
NEWSPAPERS—another form of media
COMMERCIAL—TV or radio advertisement

11 Letters
COMPETITION—encouraged by advertising

12 Letters
MANUFACTURER—person who makes something

14 Letters
FREE ENTERPRISE—economy based on competition and free choice

20 Letters
BETTER BUSINESS BUREAU—an independent organization working to maintain ethical practices in advertising and selling

TEACHER'S NOTE: See other side

Answer sheet for fill-in-the blank puzzle

F
BRANDNAME CAMPAIGN
A C E M F
S FDA PRICE MA R
I S I O N E
N M PACKAGING U E
TESTMARKET H S F E
E R O U A N M
G MARKETING I M C T A
R E C E T E G
I BETTERBUSINESSBUREAU R A
FTC S R P Z
Y C E R I
COMMERCIAL L R I N
A I S E
F NARB D NEWSPAPERS
AGENCY I N
C COMPETITION
TELEVISION

EVALUATING ADVERTISEMENTS IN TERMS OF PERSONAL WANTS, NEEDS, RESOURCES

The purpose of the product ad is to try to persuade you to buy a product. *Your* responsibility as a consumer and as a manager of your financial resources is to consider what the ad is saying to you about the product; then to decide whether or not you find the message persuasive in terms of your wants, needs and personal resources. The following questions may help you in evaluating ads before reaching buying decisions.

1. What does the ad promise me? In fact and in spirit?

A toothpaste, for example, might talk about fewer cavities; a soft drink ad, fun and pleasure. An ad for mouthwash might suggest a more pleasing breath, with the stated or implied idea of giving you more self-confidence. A razor might promise a closer shave while a deodorant soap claims to help prevent body odors. A convenience food ad might announce that the product will save you time and work, while a fruit juice ad offers valuable nutrients. Study ads and see whether you can discover the central message being given to you about a particular product.

2. Does the promise meet my wants, needs or resources?

Once you understand exactly what to expect from an advertised product you must decide whether or not its appeal is pertinent to you, in your way of life. Is the type of product one which you use regularly so that you feel you haven't much to lose by trying a new brand which promises certain benefits over the product you are now using? Is the product functional or is it one which will contribute to your enjoyment or feeling of self-confidence? What do you stand to gain or to lose by trying it? Can you afford it? Do you want to try it?

3. Do I need more information? Where can I get it?

Most television commercials are only 30 seconds long. Magazine and newspaper ads provide limited space for product messages. Also, many of us are likely to skip over ads which are too long. Advertisers, therefore, must be quite selective in the information presented. They will attempt to focus on the major product benefit believed to be of most interest to the potential customer. Through attention-getting devices deemed appropriate to the product, advertisers will try to capture your attention and hold your interest long enough for you to receive the central message.

Frequently, the best place to turn for additional information is the product package. When you examine packages or labels in the retail store, you can simultaneously check competing products—as to contents, use directions, promised benefits and price. Satisfied users of products are another good source of information. Experienced store clerks may also be of help. And, of course, if the item you're thinking about buying costs a lot of money, you may want to seek additional information directly from the manufacturer if your questions aren't answered on the package or in literature accompanying it.

4. Is the advertiser reputable? Where can I check?

You probably already know a great many brand names and manufacturers whose reputation for quality you have come to depend upon. You are usually wise to shop in stores of established reputation. Such stores stand behind the products they sell because they want satisfied, loyal customers just as a manufacturer does.

When considering purchase of an unfamiliar product or making a major purchase from an unknown retailer (especially if the bargain seems to be too good to be true), check with an experienced person whom you trust. If there is a Better Business Bureau or a consumer agency in your town, they can usually be of help. The important thing is to refrain from spending or making a written commitment to spend—until you are sure you have all the facts needed to make a judgment.

WHERE TO TURN IF YOU HAVE QUESTIONS ABOUT ADVERTISEMENTS

The first thing to do if you have questions about claims made for a product in an ad is to go to the manufacturer. In most cases, manufacturers will welcome your questions and respond to them. Here is how to proceed:

- Study the advertisement carefully to make sure you have all the facts. Write to the company sponsoring the ad and state your question clearly. (The manufacturer's name and location are on product labels.) If possible, include a copy of the ad, or identify where and when you saw it or heard it.
- In the case of local advertising, you may prefer to ask your question in person. For example, if products advertised by a supermarket at a sale price on a certain day are not available, ask the store manager why. Reputable stores do try to stock sufficient quantities of sale merchandise to take care of anticipated demand. If they run out of the item, they will frequently give a "rain check" which can be used at a later date.
- You may also want to contact the media—newspaper, magazine, radio or television station—featuring the advertising. Call the Advertising Manager or write to the publication.
- There are business supported organizations which are concerned with the honesty of advertising. One example is the local Better Business Bureau.
- There may also be a consumer agency in the city, county or state government with whom you can consult. (Such agencies are usually located in the principal municipal office of your city or the state capital.)
- Finally, there is the National Advertising Review Board (850 Third Avenue, New York, N.Y. 10022) which was established by the advertising industry in 1971 to deal with the truth and accuracy of national consumer advertising.

NOTES:

CAREERS IN ADVERTISING

There are many jobs in advertising and each one requires a special blend of personal interests and talents. Complete this chart to identify the major job qualifications.

Job Title	What does the person do on the job?	What skills are needed?
Account Executive/ Brand Manager		
Copywriter		
Art Director		
Producer		
Casting Director		
Traffic Manager		
Media Specialist For Space Purchase		
Market Researchers		

Decide which jobs interest you.
Decide on the qualifications, skills you must develop.